DOCUMENT RESUME

ED 274 419 PS 016 012

TITLE	Day Care Enrichment Resources: A Training Guide. Revised Edition.
INSTITUTION	Louisiana State Dept. of Health and Human Resources, Baton Rouge. Div. of Evaluation and Services.
PUB DATE	Apr 84
NOTE	234p.; Colored paper may affect legibility.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Child Caregivers; *Childhood Needs; *Classroom Environment; Classroom Techniques; *Day Care; Day Care Centers; Discipline; *Early Childhood Education; Enrichment; *Guidelines; *Nutrition; Parent Participation; Records (Forms)

ABSTRACT

The guidelines offered for child care providers in this training manual are intended to insure quality care in day care centers that meet the on-going daily needs of children--nutrition, health, social, intellectual and physical development. The manual begins by individually addressing by age (infants and toddlers, two-year-olds, three- and four-year-olds, and five-year-olds) the following: physical environment, classroom arrangement, schedules and routines, guidance and teaching techniques, and meals and snacktimes. Other sections of the manual take into account (1) school-aged children, (2) handicapped children, (3) personnel, (4) records (children, staff, and financial), (5) food management and nutrition (planning and purchasing, recommended daily allowances, and sample menus), (6) discipline, (7) health and safety, (8) social services, (9) parent involvement, (10) parts of a day, and (11) the components of a good early childhood education program. (HOD)

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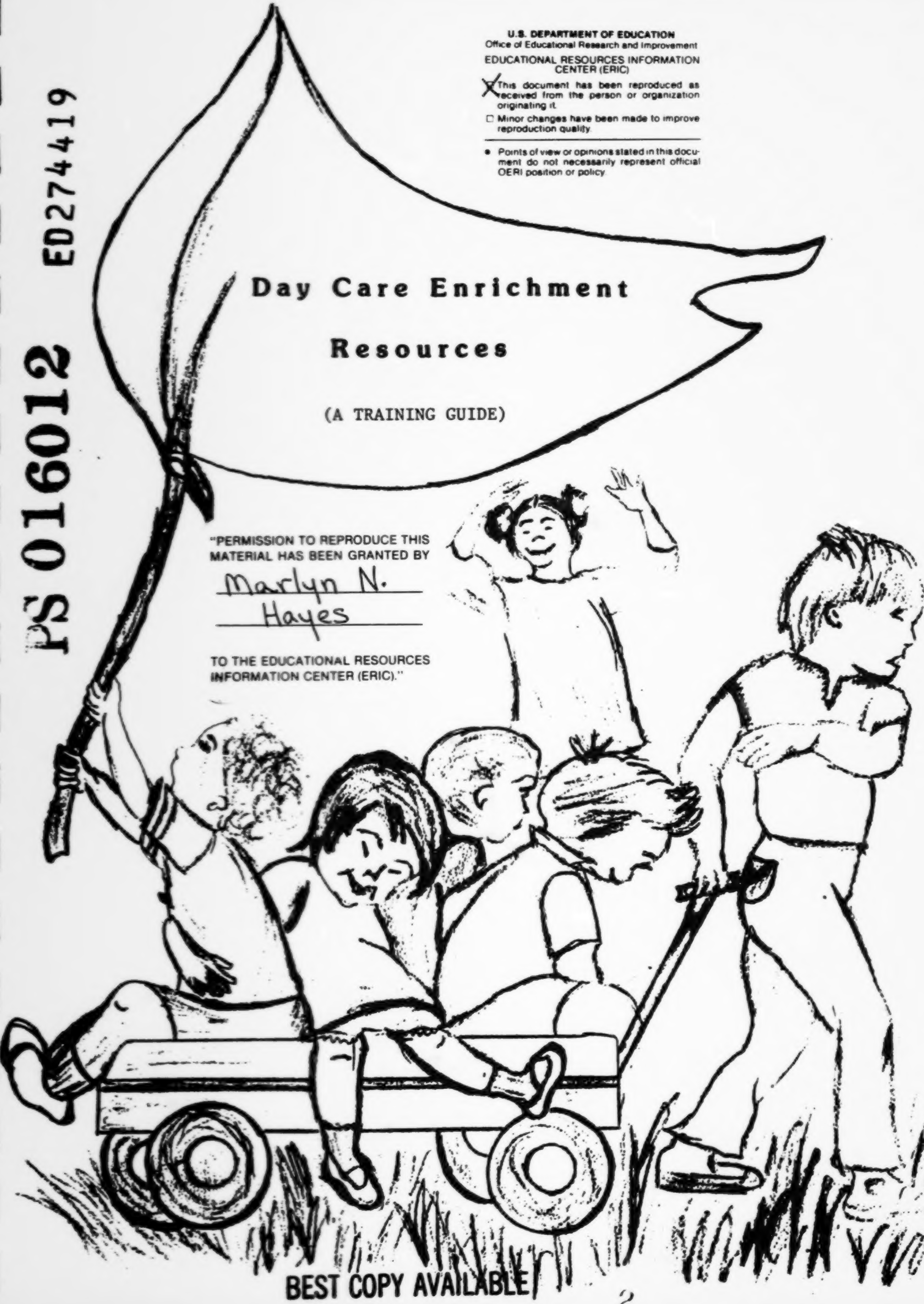

Day Care Enrichment Resources

(A TRAINING GUIDE)

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DAY CARE ENRICHMENT RESOURCES

Published by:

The Louisiana Department of Health and Human Resources

Office of Human Development

Division of Evaluation and Services

Sandra Robinson, M.D., MPH, Secretary

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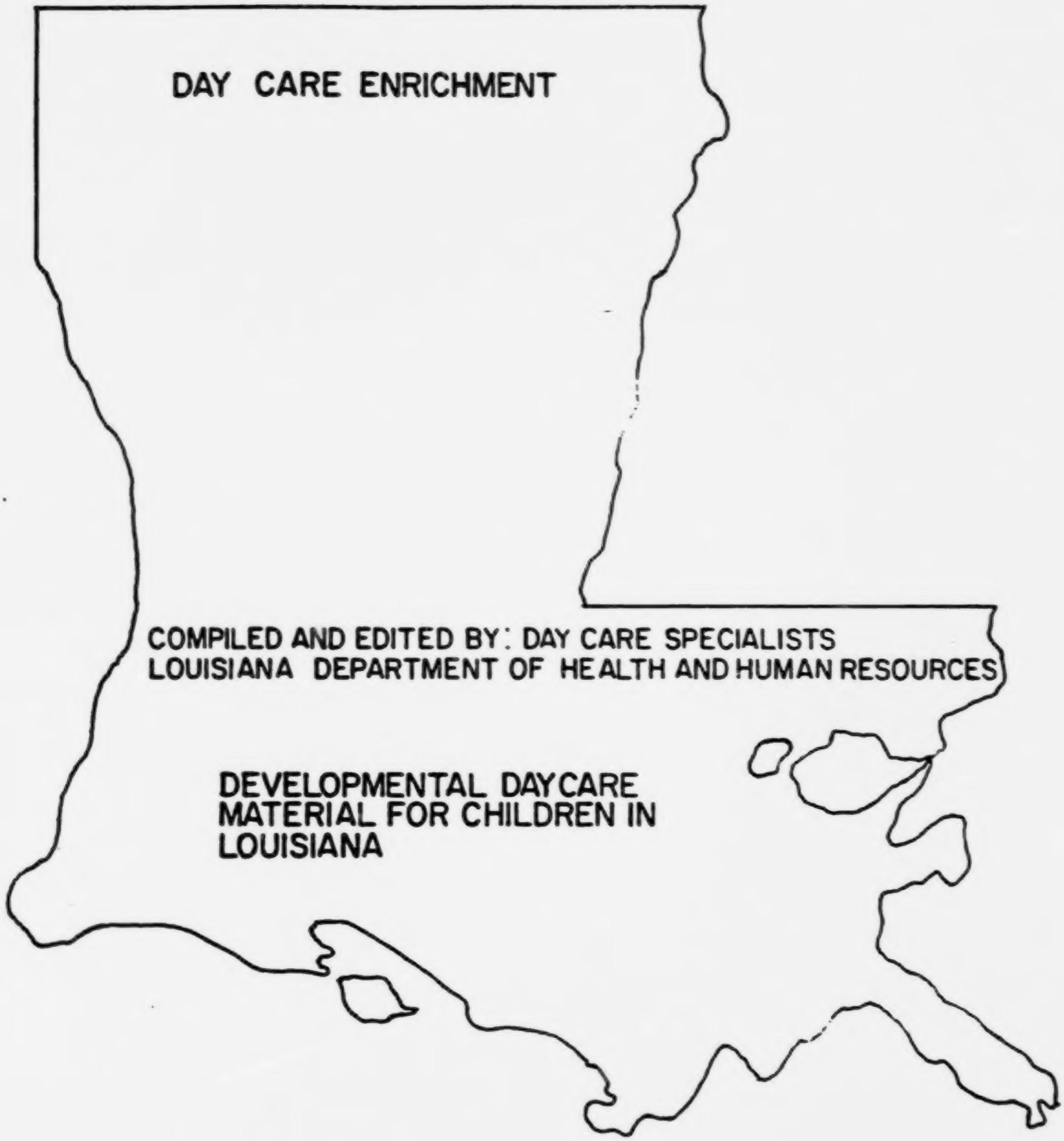
October 1983 - Revised April 1984

This public document was published at a total cost of $4,615.00. Five hundred copies of this public document were published in this first printing at a cost of $2,115.00. The total cost of all printings of this document including reprints is $4,615.00. This document was published by Department of Health and Human Resources, Office of Management and Finance Printing Facility, 2636 Daisy Street, Baton Rouge, Louisiana 70805, to enable DHHR to carry out it's policy, planning and evaluation functions as specified in R.S. 36:256(B) under special exemption by the Division of Administration. This material was printed in accordance with standards for printing by State Agencies established pursuant to R.S. 43:31.



DAY CARE ENRICHMENT

COMPILED AND EDITED BY: DAY CARE SPECIALISTS
LOUISIANA DEPARTMENT OF HEALTH AND HUMAN RESOURCES

DEVELOPMENTAL DAYCARE MATERIAL FOR CHILDREN IN LOUISIANA

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SECRETARY

Dear Provider of Child Care:

This guidebook is designed for you, to assist you and make your job easier in working with children. We feel that the service you provide is invaluable. This guidebook will give you some knowledge about what you can do to insure quality care in your center.

Every day we are reminded of the on-going daily needs of children: nutrition, health, social, intellectual and physical development. We are aware of the important task that you have undertaken in the care of little children. We also realize that, while providing daily care, you are supplementing the parents in providing proper care to their children.

You play a big role in these children's lives in assisting their parents and them to develop to their fullest potential. If the Office of Human Development, Division of Evaluation and Services can be of any assistance to you at any time, please do not hestitate to call your regional Day Care Specialist.

Sincerely,

Joel M. McLain

Joel M. McLain, Program Specialist
Day Care Services

"AN EQUAL OPPORTUNITY EMPLOYER"

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.

If a child lives with hostility,
he learns to fight.

If a child lives with fear,
he learns to be apprehensive.

If a child lives with pity,
he learns to feel sorry for himself.

If a child lives with ridicule,
he learns to be shy.

If a child lives with jealousy,
he learns to feel guilty.

If a child lives with tolerance,
he learns to be patient.

If a child lives with encouragement,
he learns to be confident.

If a child lives with praise,
he learns to be appreciative.

If a child lives with acceptance,
he learns to love.

If a child lives with approval,
he learns to like himself.

If a child lives with recognition,
he learns it is good to have a goal.

If a child lives with honesty,
he learns what truth is.

If a child lives with fairness,
he learns justice.

If a child lives with security,
he learns to have faith in himself
and those about him.

If a child lives with friendliness,
he learns that the world is a nice
place in which to live.

With what is your child living?

-Dorothy Law Nolte

Introduction

DAY CARE - WHAT'S IT ALL ABOUT

Day Care is a place where a child lives the greater part of his day. It is conceivable that a child may come into day care at the age of three weeks and return every week day until he enters first grade. Day care centers operate twelve months a year. This means that during the important formative years of his life, he has spent his wakeful hours at the center.

Who then, becomes a substitute parent? You the caregiver! You will become a central figure in the child's life. The kind of individual he becomes, therefore, depends upon you the caregiver.

During each day, the child is developing. He is growing physically, socially, intellectually and emotionally. A child grows in all these directions at the same time but not at the same rate. What happens to one part of his growth affects all the other parts. In order for a child to develop to the fullest capacity there are specific ingredients to enhance his growth.

First, he needs space, both indoors and outdoors, because children are movers and doers, they are not sitters and stay-putters. Children are investigators and roamers, they are talkers and communicators.

Secondly, children need a home-like atmosphere, a place in which they can move, play, create, explore, experiment, master skills so that each can become a self-reliant trusting, loving individual. A child needs to be able to be with others, and when the need arises within himself, a quiet corner where he can be alone. Sometimes, he needs to be with older children. Sometimes he needs to retreat and be with others younger than himself. Where does a four year old child go if he doesn't feel like being with the four year olds? He may have a need to feel like a two year old child feels for one day, "sort of babyish". He also needs a place where he can excell. This is where he learns to become aware of himself.

Thirdly, because children are energy packed, they need skilled, trained, adults who are also warm, loving individuals, who know how to guide and direct children's play. A child in day care is not necessarily bound to one individual all day as they are at home with mother. He needs, however, to establish a close relationship with one staff member where he can work out his love and hate feelings.

These experiences do not just happen. You, as a caregiver, are challenged to guide and direct the child in his work because his play is his work, and toys are his tools. Each child has an inner urge to be his individual self.

Fourthly, children need routines with the same sequence of experiences happening every day. These experiences will be strengthened by following a schedule each day. Without a planned schedule, chaos and confusion exists. For instance, a child cannot decide for himself when to be quiet because a child under six is easily stimulated and overexcited. It is not a good idea to plan many activities in the afternoon. The child is tired. So are you, the caregiver! See that his day winds down smoothly, so he can cope with the situation when he returns home. Remember, he's going home to a tired mother.

Good planning and good scheduling involves never letting a child sit idle and wait. Never let a child sit and wait for snack or a meal to be served. This is a time when they can sit and look quietly at books. Don't let young children wait in line for the bathroom. Map out a plan with the staff so that the child can have a good time while waiting for snacks, or a meal or to use the bathroom. These are good times for staff to learn to use techniques that help move children smoothly from one activity to another. These techniques are called transitional activities.

After the morning program and lunch is over, naptime approaches. To a child, sleep is lonesome. An adult should usher him to sleep and be there when he awakens. Have sheets or blankets so that the child can cover himself, for security reasons, if nothing else. Do not let a child wake up alone. If this happens, he has had a bad experience. Here too, a plan should be mapped out where a child does not have to stand and wait while cots are being put down or stacked after naptime.

Fifthly, you as caregivers are providing an environment or surrounding in which he can become an individual. The kind of an individual he becomes depends on you, working in cooperation with his family. We should all be aware of the great responsibility that is ours in nurturing our most precious and irreplaceable possession. You set the stage for the child to enjoy life. You, along with the parents, have a lasting effect upon the children for whom you give care. The job is one of the most important in the world! You are not "just a babysitter"!

Finally, all caregivers must work closely with the parents to reassure them that they are not abdicating their role as parents by placing their child in a day care center. The home and the center have important roles in the development of the child, and must work together as a team. No child should feel any loss of trust in his mother through attending a day care center, but rather should benefit from knowing and trusting other adults outside the family.

The complete acceptance of the day care situation will depend on how fully the parent understands what is going on. The parents may feel suspicious if they are not familiar with the total program; close involvement is essential. You can't know the child without knowing his family background.

The family's first contacts with the day care center are important and there should be an atmosphere of warmth and friendliness-whether in person or by telephone. A parent must have confidence in the center and feel at home, because this adult attitude will influence the child.

At the first interview, explain the policies of the center, health regulations, hours of operation, and fees. Plan ahead for this interview, allow ample time, and arrange a place where there will be no interruptions. There must be mutual respect and a relaxed atmosphere.

The operator also learns something of the child's past experiences and his routines and habits at home, what makes him happy or unhappy, any special fears, play interests, toilet training, food dislikes. Appropriately marked clothing for the center should also be discussed.

When admission is agreed upon, plans for the child's introduction to the center should be arranged. The child should first visit the center, to become familiar with the caregiver and the setting, when the other children are not in attendance.

Every center should have a bulletin board where notices of meetings, group activities, menus for the day, and a display of children's work are prominently posted when the parents pick up their children.

Arrangements should be made for parents to observe in the center if they wish to do so. Most parents will appreciate attending a few evening meetings throughout the year, to learn what goes on and why a program is arranged in a certain way. Birthday and holiday parties call for festivities in which the parents can share.

These guidelines are organized in a manner to assist you in developing a high quality child care center. It is anticipated that you will develop beyond this beginning in meeting the developmental needs of children entrusted to your care.

PLAYTIME CENTER

A SUGGESTED DAY--ALL AGES

	INFANTS	TODDLERS	PRESCHOOLERS	SCHOOL AGE
7 A.M.	All children and their families are greeted warmly as they arrive. Many of the children will require some nourishment now, depending on their needs.			
	Babies may be changed, fed, and allowed to rest.	Some children may want to 'cat nap' or be rocked or cuddled for a while. Quiet toys--beads to string, puzzles, dolls, books--can be available.		After eating, the children can read, finish homework, watch TV, or play a quiet game until time for school.
9 A.M.	When the baby wakes, and feeding is completed, a game of peek-a-boo, or other play is enjoyed. Put the baby's seat or playpen near the activity of the other children so he can watch.	Special Activities Art activities--painting, drawing, modeling or other activity--cooking, playing with water or sand, making puppets, might be prepared for the children for in or outdoor play. A light snack is enjoyed midway through the morning.		
	Babies will probably require a full morning nap	Many toddlers will require a full nap.	Preschoolers may need a quiet time to stretch out and rest.	
11 A.M.	Some times for outdoor play--a walk around the block, to the store or playground-- can be planned, following this period of active play, the children prepare for lunch by washing, helping with the food preparation or reading stories.			
Noon	Babies may be fed earlier, and may be ready for an afternoon nap.	Toddlers can learn to feed themselves.	Preschoolers can set the table, help to prepare the meal and help to clean up.	Lunch is ready for the children.

After lunch help the children brush teeth and prepare for nap. Toddlers will probably require a full nap.

Preschoolers can brush own teeth and prepare for rest. Many will nap, others will rest by playing quietly.

1 P.M. The children are allowed to sleep as long as they wish. Usually a refreshing drink or snack is welcome after napping.

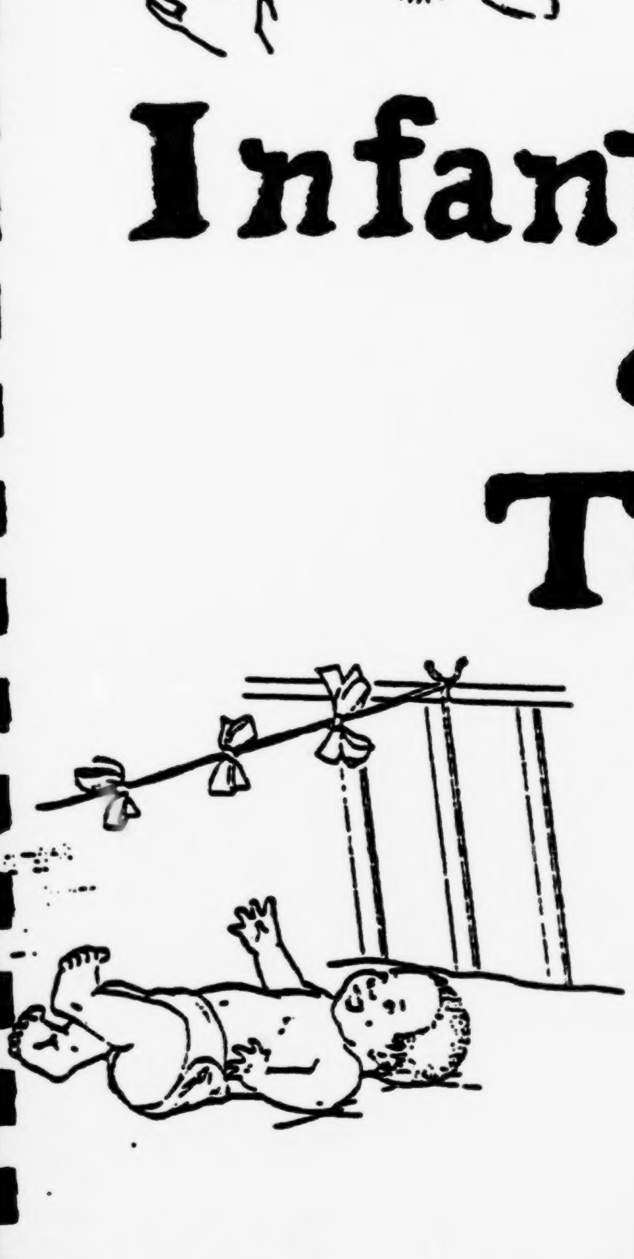
3 P.M. Floor play--with baby placed on a blanket or in a playpen--can be planned.

Active in and/or outdoor play follows nap. Some special activity, a game, story, or walk can be arranged.

A snack is ready for the children or they can fix their own. The Children decide what to do with their time--building, sewing, painting, doing homework, going to clubs, listening to records, playing with friends.

5 P.M. Preparing the children for going home helps them to make a smooth transition from your home or center to theirs. This is a good time for story reading, to gather together the things that each child will take home, or perhaps for a light snack to tide the children over until their parents prepare dinner. A happy, relaxed child is better able to cope with a tired mother at the end of each day.

Infants & Toddlers



INFANTS AND TODDLERS

Physical Environment Outside-The entire physical facility should be attractive and child oriented, both on the outside and inside. It should fairly bubble with exciting anticipation for the child, including older infants, who want to climb, explore, run, skip, jump, experiment, roam or simply be quiet and contemplate the world around him. It warmth and security which can be further enhanced by the love and affection of adults. To the child, it may be a painful experience to leave mommie or daddy everyday, or it can be a joyful anticipation of transferring his love and trust from a parent to a substitute parent figure-you. You set the stage for the child to love life!

The outside play space should include a definite area devoted exclusively to infants and toddlers who should be outside a part of each day, weather permitting. There should be storage space such as an old garage or wood shed which can be turned into storage or play area.

It is ideal if there is a hard surface or walkway for use of wheel toys. Toddlers enjoy riding toys such as ride-on hard plastic molded animals, trikes, scooters and small wagons.

The play yard should include swings of bucket type or strap-in, so that a baby who can sit up alone feels secure when placed in a swing.
These swings can be hung by hooks on regular swing sets.

Basically, the same toys that are used inside can be enjoyed outside such as: mobiles hung on a coat hanger and placed on a tree; pounding toys; balls and pull toys.

Tiny babies can be wheeled outside in porta-cribs, baby carriages or strollers and even infant carriers if there is a table where a caregiver can easily supervise. Rattles, teething rings, mobiles on beds, soft cuddly toys, musical toys can all be brought outside for babies' use and enjoyment.

During play, both indoors or outdoors, it is essential that the caregiver speak to, talk to and play with the infants and toddlers during outside play. It is important too, to use a soft pleasant tone of voice with pleasant facial expressions. Language is unlikely to develop if an infant or toddler is not spoken to.

Except when sleeping, babies and older infants need to be out of beds and cribs. Inflatable air mattresses are excellent for this purpose outdoors as well as in.

During the summer months, it is good to have outside water play with the hose, dish pans of water, sponges, plastic bottles, water boats and other plastic toys that are a delight to splash.

How long should infants and toddlers be outside? The weather is a determining factor. There are few days during the year in our semi-tropical climate, when it is impossible to take very young children outside. A few minutes to an hour can make a difference in a "fussy" baby or toddler, and you the caregiver, can return indoors relaxed and refreshed, ready to pursue your responsibilities.

Physical Environment Inside-Before a child's needs can be met, you the caregiver must know the developmental needs for each age group. A newborn infant has different needs than a six month old. A toddler is unique in his developmental requirements, just as is the three, four, five and six year old. Children of varying ages need their daily world organized and arranged to meet their developing needs.

Before verbal direction can influence a child, the equipment and furnishings should be thoughtfully arranged and organized so that the interior will reach out to the child and tell him how to act and how not to act. If play space is interesting to children, they are likely to play in an interested way.

The environment is a good place for this age group if:

Babies under 18 to 20 months have their own separate space for eating, sleeping, playing; are kept together in small numbers in a space that is bright and gay with color.

There are adult caregivers who like taking care of babies, who smile often and talk to the babies (even to babies too young to "understand" words) while they dress and feed them.

Babies are kept clean and dry and comfortable. They hear gentle voices, cheerful sounds, receive lots of praise.

There are cribs, potties, high chairs, feeding tables, play pens, toys are clean, and attractive in an uncrowded space. There are interesting colorful things to look at and reach for and play with; things to handle, bang, chew on; things that make sounds, things to climb on safely.

Babies are shifted frequently to new positions, new outlooks, new toys, but also are left alone sometimes in cribs and play pens for "moments of peace" and privacy, especially when going to sleep. Never should they be therein without toys, mobiles or objects to touch, manipulate and investigate.

There are adults who wash hands carefully after diapering, dressing, feeding each baby; who are careful that bottles, cups, spoons, toys, etc., are not mixed up among the babies.

There is a place for airing and play out-of-doors, safe from hazards of day care center traffic, and older children.

There are caregiving persons who show motherly, friendly helpfulness to children learning to feed themselves, or who are ready for toilet training, caregivers who avoid unnecessary conflict with those who may not be ready for such training.

There are enough adults that babies are played with and cuddled, held for feeding; toddles are allowed to "practice" feeding themselves, drink from a cup.

However the interior environment is arranged, it should radiate cheerfulness and warmth, but at the same time reflect an organized atmosphere. Caregivers should feel that they can be efficient at all times, as they nurture and care for young children entrusted to them.

Equipment and Room Arrangement - Whatever the size and layout of physical space, the arrangement of furnishings and equipment should be based on what actually happens during the day, namely arrival and departure, feeding, play, sleeping, disapering. A consideration of traffic flow will lead to a better organization of space. Each area should allow for the efficient performance of child care routines.

There should be an area for records. Mothers and caregivers should share with each other information about the young child preferably by written messages. (See appendix for examples). A telephone should be within easy access for staff to communicate with a parent if necessary. It is a good idea to keep current reading materials handy on baby and child care.

The infant-toddler section should also be equipped with rocking chairs, a clock visible from all parts of the room, refrigerator, stove or food heating unit, counter, sink, dishes, laundry basket, waste basket, diapering table, storge space and baby carriers to separate crawlers from non-crawlers.

Additional furnishings might include wind-up swings (not to be used more than 15 minutes), baby bouncers firmly attached to the ceiling by chains to be used only for infants aged five months or older; walkers for older infants; record player and records; unbreakable mirrors at base board level; shelves low enough so baby can choose toys. Of course, the shelves should be anchored in such a way that baby cannot be hurt. A cabinet is needed for storage of diapers, blankets, pads and other essentials for keeping baby clean. Each child's belongings would be labeled. Pictures are important to a baby's development, placed at baseboard level and changed frequently.

Other furnishing may include individual feeding tables which double as playing tables where a baby can watch what is happening while working with small toys. Also feeding tables are useful for baby to enjoy finger foods, while the caregiver is busy with other children.

It is ideal to have a part of the floor carpeted so that a sheet can be put down for baby to play on safely. Sheets can be washed daily or more frequently if the need arises. Babies as young as one month can be placed on a padded floor area. The uncarpeted area can be used as a feeding area and should be easy to clean. This is essentioal when toddlers begin to feed themselves, as this is a "messy" stage.

The sleeping area can be part of the open center with cribs arranged around the edge of the play area. Sometimes it is desirable to have infants and toddlers cubbies over each crib with each individual daily schedule taped within easy view of the caregiver.

Many centers provide a special toileting room or area (other than a conventional bathroom) where low toilets or potties are provided to encourage toilet training. Such an area can be provided by using improvised dividers.

As important as equipment and furnishings are, and their arrangement, it is the adult who cuddles the baby, holds him, fondles him and pays attention to him and meets his social and emotional needs. Her very presence provides the sensory stimulation for the young child to develop intellectually.

PROGRAM: INFANTS AND TODDLERS

Schedules and Routines-Now that the physical environment is established on the interior and exterior, the staff members are on duty, the children are in care, the day begins with the arrival of each child. The program is what happens at the time of arrival and ends when the last child has departed. The program doesn't "just happen"!

A baby's day begins when he awakens in the morning and ends when the parents tuck him in at night. What happens in between determines day by day what kind of an individual he will become. It is essential that you, the caregiver, explore with mother during the preadmission interview exactly what the schedule is and then determine if the infant or toddler can be eased into the general schedule of the entire group. It may be necessary for the parents to make minor adjustments so that the young child can become adjusted to group care. Adherence to individual schedules is desirable whenever possible.

It is also desirable to have the same staff member on duty everyday to greet each infant and toddler upon his arrival. This continuity of care will foster within each child a feeling of security and trust, the basis of a healthy personality.

Group care can be individualized in many areas of the daily routine as in feeding, sleeping, showing affection, diapering, and play activities. In order for each infant to receive individual attention for his basic needs, a master schedule is needed with each infant's schedule posted. Feeding times are staggered so that each infant may be held and cuddled. Parent's cooperation is needed so that home care scheduling can be similar to the schedule of the day care center.

Older infants (those who can sit in infant seats or high chairs) can be fed in a group of four with one caregiver feeding solid food from individual spoons and bowls, placed on a tray. Diapering must be on a one to one basis. Feeding and diapering give excellent opportunities for talking, singing and responding to each child's coos and gurgles.

If a sleep area is a part of the general room area where each child can be observed at all times, individual needs for sleep may be adhered to. At no time are babies to be left alone.

While some babies sleep, other infant's needs are attended to.

Most infants are fed three or more times a day and take at least two naps. Diaper changes go on all day. For most babies though, the greatest amount of time is spent in play, either involved with toys with a caregiver, other babies or investigating his world.

It is just as important to plan a daily play program for infants and toddlers as it is to plan for older children. The indoor room arrangements will play an important role in making a child's day happy. In addition to having a feeding, diapering and sleep area, the play area should contain low open shelves with appropriate toys, placed in an organized manner. That is, crayons, and other art materials, manipulative toys, blocks, soft cuddly toys, balls, pictures and books should all be within easy reach.

The daily planned program should include the encouragement of language development, sensory development (touching, feeling, smelling) large muscular developing (rolling over, reaching for objects, crawling, pulling up, walking) and small muscle development activities (holding rattles, squeeze toys, holding and examining small objects) later using crayons, play dough. Music plays an important role in infants and toddlers development, and each center should be equipped with a record player, musical toys and instruments with which babies and toddlers can make sounds.

It is impossible to plan a program without a knowledge of levels of development. The following chart will be helpful.

CHART OF BEHAVORIAL CHARACTERISTICS:

To enhance understanding of infant development, some types of infant behavior are characterized here by age range. Only a few examples are listed in each category. Only the roughest idea is noted of where the behavior fits chronologically. Normal babies are highly varied and variable. No one baby fits all of the total patterns presented.

BIRTH TO 6 MONTHS

Thinking: Baby discriminates mother from others, is more responsive to her.
Baby acts curious, explores through looking, grasping, mouthing
Recognizes adults, his bottle, discriminates between strangers and family persons.
Shows he's learning by anticipating situations, responding to unfamiliarity, and reacting to disappearance of things
Uses materials in play such as crumpling and waving paper
Looks a long time at objects he's inspecting

Language:
Baby coos expressively, vocalizes spontaneously
Baby vocalizes over a sustained period of time to someone who is imitating his sounds
Baby babbles in word-sounds of two syllables

Body Expressing and Control:
Baby develops own rhythm in feeding, eliminating, sleeping being awake-a rhythm which can be approximately predicted.
Baby quiets himself through rocking, sucking, or touching
Adjusts his posture in anticipation of being fed or held (in crib, on lap, at shoulder)
Head balances.
Baby turns to see or hear better
Baby pulls self to sitting position, sits alone momentarily
Eye and hand coordinate in reaching. Baby reaches persistently, touches, manipulates
Retains objects in hands, manipulates objects, transfers from hand to hand
Baby engages in social exchange and self-expression through facial action, gestures and play

Social Play and Responsiveness:
Baby imitates movements
Gazes at faces and reaches toward them, reacts to disappearance of a face, tracks face movements
Responds to sounds
Smiles to be friendly
Mouth opens in imitation of adult
Baby likes to be tickled, jostled, frolicked with
Makes social contact with others by smiling or vocalizing
Quiets when someone approaches, smiles
A mutual exchange goes on between adult and child through smiling, play, voice, bodily involvement

Self-Awareness:
Baby smiles at his own reflection in the mirrow
Looks at and plays with his hands and toes
Feels things about himself through such actions as banging

Emotions:

Baby shows excitement through waving arms, kicking, moving whole body, face lighting up

Shows pleasure as he anticipates something, such as his bottle

Cries in different ways to say he's cold, wet, hungry, etc.

Baby laughs

6 TO 9 MONTHS

Thinking:

Baby shows persistence in doing things
Becomes aware of missing objects
Makes connections between objects-pulls string to secure ring on the other end, uncovers a hidden toy
Increases his ability to zero in on sights or sounds he is interested in
Baby's attention span is prolonged
Baby shifts his attention appropriately, resists distraction

Language:

Baby babbles to people
Says "da-da" or equivalent
Notices familiar words and turns toward person or thing speaker is referring to
Shows he understands some commonly used words

Body Expression and Control:

Baby sits alone with good coordination
Manipulates objects with interest, understands the use of objects-rings a bell on purpose
Practices motor skills, crawls, stands up by holding on to furniture
Uses fingers in pincer-type grasp of small objects
Increases his fine-motor coordination of eye, hand, and mouth

Social Play and Responsiveness:

Baby cooperates in games
Takes the initiative in establishing social exchanges with adults
Understands and adapts to social signals
Shows ability to learn by demonstration

Self-Awareness:

Baby listens and notices his own name
Makes a playful response to his own image in mirror
Begins to assert himself

Emotions:

Baby expresses some fear toward strangers in new situations
Pushes away something he does not want
Shows pleasure when someone responds to his self-assertion
Shows pleasure in getting someone to react to him

TODDLERS

As a child gradually learns to walk, he becomes what we commonly call a "toddler". Toddlers generally play best either alone or with one child. They are not ready for organized group play but like to have their own play things. It is a good idea to have identical toys because their sense of sharing is undeveloped. Toddlers need a large amount of space and freedom to play indoors, because they are on the go! Even though they are not yet well coordinated they like to run, climb, and walk. This is a time of rapid social, physical and intellectual development. The child is learning speech and becoming a social being. Because he is now walking, his curiosity about his world leads him to investigate and explore everything! Nothing is off limits as far as the child is concerned. He is into everything, therefore, you the caregiver must plan so that his days are filled to further the development of language, physical development, self-awareness and social awareness.

9 TO 18 MONTHS

Thinking:

Baby unwraps an object, takes lids from boxes
Recognizes shapes in a puzzle board
Names familiar objects
Baby becomes increasingly curious about surroundings,
sets off on his own to explore further than ever before
Becomes more purposeful and persistent in accomplishing a task

Language:

Baby jabbers expressively
Imitates words
Says two words together

Body Expression and Control:

Baby stands alone, sits down, walks with help
Is gradually gaining control of bodily functioning
Throws ball
Becomes more aware of his body, identifies body parts
Stands on one foot with help
Walks up and down stairs with help
Needs adult as a stable base for operations during his
growing mobility and curiosity

Social Play and Responsiveness:

Baby plays pat-a-cake, peek-a-boo
Responds to verbal request
Imitates actions
Stops his own actions on command from an adult
Uses gestures and words to make his wants known
Focuses on mother as the only person he'll permit to meet needs

Self-Awareness:

Baby becomes aware of his ability to say "no" and of the
consequences of this
Shows shoes or other clothing
Asserts himself by "getting into everything", "getting into
mischief"
Wants to decide for himself

Emotions:

Baby shows preference for one toy over another
Expresses many emotions and recognizes feelings in other people
Gives affection-returns a kiss or hug
expresses fear of strangers
Shows anxiety at separation from mother, gradually masters this

18 TO 24 MONTHS

Thinking:

Child says the names of familiar objects in pictures
Explores cabinets and drawers
Begins to play pretend games

Language:

Child uses two-word sentences
Has vocabulary of 20 to 50 words
Begins to use "me", "I", and "you"
Follows verbal instructions
Listens to simple stories

Body Expression and Control:

Hand coordination is increasingly steady-child can build tower of many blocks
Climbs into adult chair
Runs with good coordination
Climbs stairs, using rail
Uses body actively in mastering and exploring surroundings-an active age

Social Play and Responsiveness:

Child scribbles with crayon in imitation of adults' strokes on paper
Likes parents' possessions and play that mimics parents' behavior and activities
Follows simple directions
Controls others, orders them around
Tests, fights, resists adults when they oppose or force him to do something
Child is able to differentiate more and more between people

Self-Awareness:

Child recognizes body parts on a doll
Identifies parts of own body
Child takes a more self-sufficient attitude, challenges parents' desires, wants to "do it myself"
Child's sense of self-importance is intense-protests, wants to make own choices

Emotions:

Child desires to be independent, feed self, put on articles of own clothing
Shows intense positive or negative reactions
Likes to please others, is affectionate
Shows some aggresive tendencies-slaps, bites, hits-which must be dealt with
Shows greater desire to engage in problem-solving and more persistence in doing so
Develops triumphant delight and pride in his own actions
Becomes frustrated easily

The attached list of toys will aide in furthering the areas of development at this age. However, no toy can take the place of guidance in their use by a warm and loving adult.

Household Items Used for Toys:

Material	Purpose
I. Boxes	
Large cardboard cartons	Playhouse and/or hiding
Middlesized cardboard cartons with homemade rope pulls	Climbing, pushing, pulling
Small cardboard cartons and cigar boxes	Manipulative play
II. Kitchen Utensils	
Plastic sugar scoops	Sand Shovels
Plastic mixing bowls	Nesting toys,creative play
Plastic ice cream containers	Storing manipulative toys;rattles
Measuring cups	Sand toys
Measuring spoons	Rattle
Coffee cans	Storing toys, making drums,rattles
Juice cans	Paint containers for easel
Plastic dishpans	Water play, storing toys
Plastic containers with homemade handles of rope or string	Storing manipulative toys such as wooden beads, rig-a-jigs,etc.
Plastic jugs	Water play,manipulative toys
Plastic spice shakers	Sand or water play
Aluminum pie pans	Rhythm instruments
Oatmeal boxes	Drums, rattles
Liquid detergent bottles, hand lotion bottles	Water play
Cookie cutters and press (preferably plastic)	Play dough
Canister set	Storage for various articles
III. Miscellaneous	
Fabric pieces	Various textures for developing feeling of touch
Brown paper bags	Storage, wastebasket liner
Bean bags-plastic, washable	develop large muscle skills
Diapers	Baby doll blankets; creative play
Hats made from paper bags	Creative play
Old shoe	Lacing
Flour (1 cup) salt ($^1/2$ cup) water	Play dough
Flashlight	Manipulative play
Spools	Block building; rattling device for rattles
Plastic patio lanterns	To add color to room
String, yarn, and rope	To make handles, to string wooden beads

Wallpaper sample book	Cut and Paste; add color to room
Small alarm clock	To help develop listening skills
Ladies purses (with handles)	Creative play
Wheels (from movable furniture; and broken toys)	To push and pull

IV. Wall Decorations can be made from:

1. Magazine pictures mounted on cardboard
2. Designs cut from contact paper
3. Pages from discarded books
4. Place mats
5. Stuffed animals-Small
6. Fabric bought by the yard (for example a circus print, or mother goose print)
7. Vinyl or heavy plastic bought by yard-should be colorful and heavy duty.

Toys That Can Be Made:

Dangling Crib Toys

Attach bright cloth, ribbons, colored paper, shiny jewelry, spools, measuring spoons, etc., to cord or coat hanger.
Hang from the sides of the crib or from the ceiling.

Cuddly Toys

Use a pattern in cutting out material.
Sew two pieces of terry cloth (old towel) or other material together.
Stuff animals with washable items such as rags and old nylons or with foam rubber.

Things To Explore

Children can learn about color, size, shapes, and sounds from things aroung the house...pots, pans, tins, (muffin, pie, cake); boxes (cereal, shoe, berry, match); cans, bowls, plastic glasses, cups and bottles, wooden spoons and bandage cans.

Rattles

Fill small plastic bottles or orange juice cans with large buttons, bottle caps, large stones, etc.
Tape or glue the top on securely.
Use objects which cannot be swallowed if rattle breaks.

Feelie Ball

Sew different textured materials (silk, wool, cotton, velvet, fake fur) together to make a ball.
Stuff with rags, old nylons or foam rubber.

Puzzles

Use pictures from cereal or other colorful boxes. Cut into large pieces.
Paste magazine, newspaper, or catalog pictures on cardboard from boxes. Cut into several pieces.

Color and shape lotto:

Cut out different colored squares of construction paper.
Paste on a piece of cardboard box.
Cover the board with Saran Wrap or clear contact paper.
Child matches colored paper squares to those on the board.
Also use different shapes of the same color for matching.

Peg boards:

Cut commercial peg board in 12" squares.
Glue two squares together to make it deep enough for pegs.
Golf tees can be used for pegs.

Busy board:

Attach workable hardware fixtures (hinge, sliding door bolt, door knocker, door knob) to a board.

Books:

Cut out out lage pieces of paper bag.
Fold in half.
Sew together with yarn or string.
Paste magazine, newspaper, story.

Push-Pull toy:

Tie a cord to each end of a coffee can or oatmeal box. Fill with bottle caps, spools, bells, stones, old jewelry, or things that make noise.
Make a train by tying several boxes together. Fill them with objects which make noise.

Fill 'n dump toys:

Cut a hole in the top of a container (coffee can, oatmeal box, salt box).
Provide small objects (spools, clothespins, corks, jar lids, plastic spoons) for the child to put in and dump out.

Nesting and stacking toys:

Use graduated size cans, boxes, bowls, pots, pans, cups, and glasses to fit into each other and stack into a pyramid.

Blocks:

Use assorted sized wood scraps from a lumber yard or building site.
Sand off rough edges and paint with nontoxic paint.
Use pint, quart, half-gallon, and gallon-sized milk cartons which have been thoroughly washed out. Cut cartons to desired size and push them together end to end. They can be covered with contact paper and filled with small objects which make noise.

Stringing objects:

Use an old shoelace, yarn, or string. String spools, beads, macaroni.

Puppets:

Paper bag puppet. Fill the end of a small bag with cotton or

crumpled paper. Insert a stick or pencil. Tie a string around the stuffed end to make a head. Paint or draw on a face.
Glove finger puppet. Cut the finger off a glove. Draw a face and body on it.
Potato puppet. Cut a hole in the potato for a finger, or insert a stick. Draw, paint, or pin a paper face on it. Sew material around the top of a can of Crazy Foam.

Musical Instruments:
Drum. Use an oatmeal box. Glue top on. Cover the ends of a coffee can with pieces of rubber from an inner tube. Lace together with a shoelace or heavy cord. Use pencils or sticks to pound.
Tambourine. Pierce bottle caps and string on a circular piece of wire. Tie bells on the edge of a paper plate.
Shakers. Fill milk carton or small plastic bottles with beans, peas, or macaroni.
Sticks. Use pencils or sticks.

Dress-up Play:
Give child old hats, shoes, purses, and clothes.
Make hats out of paper bags.
Make clothes out of blankets, tablecloths, or scraps of material.
Make a house by putting a blanket over a high table.

Doll furniture:
Make stove, cupboard, sink, and refrigerator by painting large cardboard cartons or large crates (cantaloupe crates).
Make a doll bed out of a box filled with scraps of material.

Cardboard tunnel:
Cut ends out of several large boxes. Attach boxes to make a tunnel for child to crawl through.

Play cube:
Cut various size holes in sides of large cardboard box for child to crawl through.

Balance beam:
Rest a board 1 foot wide and 3 feet long on a single layer of bricks.

Sand play:
Give the child spoons, cans, plastic bowls, boxes, cups, funnels and sieves to fill and dump.
Cut a bleach bottle in half-use the bottom half for a pail-use the top for a funnel or scoop.

GUIDANCE AND TEACHING TECHNIQUE: INFANTS

To guide a young child is to show the way you want the child or group of children to go. The manner in which you set up your indoor environment will indirectly guide the young child's day. You directly guide his growth by what you do, by what you say, and by your outward mannerisms.

The following guidance techniques and teaching techniques may be helpful as you work on a one to one basis with infants and with small groups of older infants. young babies are those from birth to the age of one year.

WHEN THE DEVELOPING CHILD BEGINS TO:	YOU GUIDE BY:
1. Focus his eyes and smile (after about 8 to 9 weeks development reaches his eyes and mouth).	1. Holding bright things for his eyes to follow; holding and cuddling the baby, letting him stretch on a mat.
2. Gurgle and coo and hold up his head (after about 3 months development reaches his vocal cords and neck).	2. Talking and playing with the baby; placing him on his stomach to play and look around.
3. Reach for and try to grab an object he sees; laugh and babble (after about 4 months development reaches his arms and his vocal cords).	3. Holding toys and pretty things for him to practice reaching for; laughing and singing and talking to him.
4. Sit up and support, (after about 6 months development reaches his back).	Letting him sit on your lap; propping him against pillows for a short time.
5. Creep or crawl from one place to another and pull himself up to an unsteady position (after about 9-10 months development reaches his legs).	5. Giving him a clean space to creep around helping him practice rising and sitting down again.

6. Take an interest in standing and walking (after about one year, baby's legs, back and brain are much more developed).	Holding both his hands while he toddles; talking and singing to him.
7. Walk alone and explore his environment; pick up objects; learn words, smile and laugh.	Make the area he is in safe for baby to explore. Let him try to feed himself. Give him lots of praise and loving attention.

GUIDANCE AND TEACHING TECHNIQUES: TODDLERS

Young children who are begining to walk and until the age of two, are generally referred to as toddlers. This is the time when toddlers are into everything by climbing, pushing, jumping, running and walking. He tries to feed and dress himself. He explores all within his reach by tasting, smelling, seeing, hearing and touching. It is easy to say "no" to him because he is on the go.

However, there are techniques to be used that can guide and direct him into acceptable behavior and at the same time help him to feel good about himself as he grows and develops.

First, plan a good program for toddlers. Create a happy, busy environment so that toddlers interest and curiosity are encouraged. Place items within reach that are "interest tempting" and put away "untouchables".

Put things where children can find them easily. Always keep things in their accustomed place. Place toys, tables and chairs so that children are not crowded but have space to move.

Be ready with your program when the children arrive, so you can help them settle in.

Always plan activities that will permit toddlers to achieve, never fail.

Every day plan activities concerning art (crayons, play dough, finger paint); simple puzzles; reading nursery rhymes and simple stories; musical activities; movement (jumping, running and walking, playing ball); talking about pictures; learning vocabulary; learning about self (name, body parts); simple games such as Ring Around a Rosie.

Young children need large blocks of time to explore, investigate and become aware of their world.

Make clear to children what is expected of them. "You need to pick up your blocks and put them away. It is nearly time to go outside."

Always have the same routines everyday, so children know what to expect next.

Speak to a child at his eye level. Make positive statements. This is not easy to do when "Johnny" has just thrown a block at "Susie". "Blocks are for building, not throwing. I can't let you hurt "Susie".

Talk gently to children and never respond to misbehavior with a threat. Be consistent!

Always explain to a child who has misbehaved what he did wrong and suggest a positive alternative. "Billy did not like having his bridge knocked down. Next time, walk around when you're in a hurry to go outside." Some children need to be taught how to play with other children.

It is through the positive involvement with an adult that a child learns acceptable behavior and to feel good about himself. Through praise and affection, toddlers learn as much as possible to do things for themselves.

FEEDING INFANTS AND TODDLERS: INFANTS

One of the most pleasureable of all developmental experiences is that of feeding, both for the infant and/or toddler and the caregiver. This should be a one-to-one experience for the infant under six months. If this isn't possible in a day care facility, then the caregivers can manage to feed two infants placed in carriers so that the caregiver can hold the bottles and talk to the infants. Or, if the same infants attend regularly, it is even more desirable to stagger the feeding periods, so that baby can be held. It is dangerous to prop bottles for younger babies, because of the possibility of choking. The practice of putting food mixed with milk in a bottle is not recommended because the baby gets tired of sucking and is not learning to accept food from a spoon.

It is a common excuse in day care centers to hear "the mother requested that we not hold the baby," or "the mother wants us to use the plunger style feeder", instead of holding baby for feedings or introducing the use of a spoon to feed solid foods. In such instances, the mother needs to be helped to understand that for the babies health, safety and desired development, such practices are not desibable. If it means that mother may remove the child, it is better for removal than to run the risk of possible tragedy.

For the older child, feeding is a time to learn about new tasks, textures, colors and scents. It is about the time for the older child to learn the important task of self feeding. Learning to hold one's own bottle, drink from a cup, eat with a spoon are important achievements.

Creating and maintaining a happy, relaxed atmosphere is of utmost importance, and still influence the child's later attitude in life toward food and eating habits. It is important too, to anticipate hunger and to feed the baby or toddler before he or she becomes upset. Feeding time should be a happy and relaxed period.

A daily record of when, what and how much a baby eats should be kept so that the parent can be informed. Knowledge about food allergies and special food requests because of cultural or religious beliefs should also be noted on records.

Feeding toddlers in a group is a real challenge. A sheet of plastic under the feeding table makes cleaning easier. Finger foods, round bowls and weighted cups all make it easier for young children to learn to feed themselves.

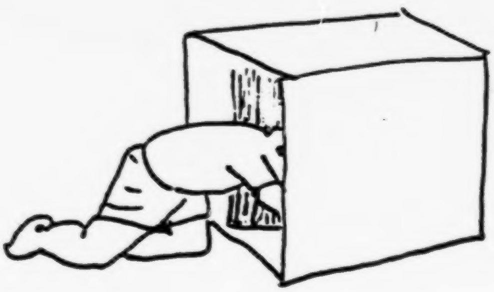
Baby food should be removed from the original jars, so that if any is left over in the jar, it can be refrigerated and sent home. Opened jars should never be kept more than 24 hours. Sometimes as early as six months, and certainly by one year, most babies are eating three meals a day, with a midmorning and midafternoon snack. Many of the older children are on soft table foods which have been mashed by a blender or food processor or a fork.

Feeding time requires a close interaction and when it is a happy time the baby is helped to learn to trust the people caring for him or her. This close association is one where baby learns early some of the ways he or she can cause something to happen such as a smile or words in response to a babble.

The important daily activities such as accepting infants/toddlers from mommie, feeding, diapering, playing and interacting with staff are all of paramount importance to an infant/toddlers behavior and development. If love and affection are received at this age, from loving adults, the ground work has been laid for the development of an individual with positive attitudes about the world of people and objects.

TOILET TRAINING

Toilet training is generally started at about 15 to 19 months. It can only begin when the parent indicates that he or she is ready for this skill to be learned by the child. Also, the parent and caregiver agree that the child is ready. Two other conditions are necessary. One is the child's readiness, and the other is a positive emotional tie between the child and adult. Childrens ability to understand has increased by this age, enabling them to respond directly and with positive attitudes to simple requests of others. By the time a child is two or two and a half, the dry habit during the day is wll established. By the age of two, bowel control is well under way.



Two Year Olds

TWO YEAR OLDS

Every child develops in his own unique way. Two years of age is a significant turning point in a child's development. He has made great strides from infancy in learning to respond to foods, to distinguish between various objects, to know family members and to identify with his caregiver. He has found new freedom through his developed skill of mobility. The two year old is learning the art of communication and is developing a sense of imagination and humor. This stage is often referred to as "the terrible twos". This is an age of exploration, of increased activities, of a need for independence as well as dependency in many areas for the two year old. Day care opens many doors for new experiences which you as the caregiver may enhance through knowledge of the young child. Infancy taught the child to trust in his environment; at two years he is developing a trust in himself. He is self-oriented, the center of his universe, often speaking in terms of "I-I-I, Mine-Mine, and No-No-No". He wants to be big, to do things for himself, to have power, to be himself. He wants freedom to think, to feed himself, to explore. He also wants the attention and support of the adults in his world. This is a hard age. He is full of perpetual motion. Reasoning is not yet effective. He fluctuates from great independence to clinging dependence. Youngsters have two main goals at this stage, to be independent and to have a safe environment. You, the caregiver, can be most influential at this time in the lives of "Your Children".

Independence is developed through: toilet training, language, feeding and play. A child's feelings that his environment is safe is developed through love, providing sleeping routine, having an orderly yet flexible schedule of events and by setting limits for him.

The day care center may be the young child's first real experience with living in the community beyond his usual home life with his family. It differs from his visits in the homes of relatives and friends, and from play with brothers and sisters. It is different from weekly Sunday school meetings and from occasinal contacts with other children. The day care center, properly designed and supervised, will meet the child's daily long-term needs and interests. It is equiped to develop the child's learning processes by allowing him to explore and create in his own way and at his own pace. This new environment invites his interest and involvement because it is equipped with furnishings and toys appropriate for his size, motor skills and play interests.

Play is an essential part of the child's learning project and has taken on the meaning of "work" for him. It is his main business in life. The day care center and its staff play an important role in guiding the young child through daily experiences and must be equipped adequately. Through play, the young child develops physically, mentally and emotionally as well as socially. His learning comes through play based on his experiences that are built into his feelings and his muscles. Play helps him to stretch his body and mind, to test new things, to make decisions and to make new friends. Properly motivated, guided and supervised, he grows through his play experiences.

Characteristics

The two year old generally is: Negative, possessive, noisy, wants his own way, curious and is a dawdler.

Physical Growth and Development includes:

Much bodily activity and vigorous outdoor play. Is not well coordinated; he climbs steps one foot at a time alternating feet; can run, pull, push, drag, squat, clap in rhythm, can kick a ball and catch with his arms.

- Can jump and hop on one foot.
- Usually can go to the toilet by himself. May request "You go out".
- Tries hard to dress and undress and needs help in dressing; is better at undressing; can take off shoes, socks and pants.
- Begins to notice differences between safe and unsafe activities.
- Appetite fluctuates between very good and very poor (even within one day).

Emotional Development:

- Finds it hard to make choices.
- Strives for mastery over objects.
- Is lacking in self confidence.
- Has difficulty in relaxing to go to sleep.
- Behavior goes from one extreme to the other; shyness to joy; keen desires to possess object to indifference; clamoring for food to rejection of it; screaming to whisper; independence to "You do it".
- Insists on routine.
- Uses language to express his wishes and his feelings toward others.
- Shows a developing sense of humor at surprises, and/or unusual actions.

Interests and Intellectual Skills:

- Can name many objects.
- Responds to suggestions better than commands; can accept imaginary pleasures in place of those denied him.
- Memory span is longer.
- Understands and uses abstract words such as "up", "down", "now", "later".

- Enjoys dramatic play because imagination can be vivid; is difficult for him to see difference between when he plays and reality.
- Child's ability to reason, solve problems, make comparisons develops
- Uses language as a way to communicate thoughts, represent his ideas and develops social relationships.
- Talks to self a great deal, as well as a doll.
- Child is grasping concepts of color, forms and space.
- Enjoys asking "What's this, what's that", knows names of things, persons, actions and situations; gains satisfaction from expressing himself and being understood.
- Spends much time in gazing, concentrates interest in small areas.
- Interest is in the present - future is dim.
- Attention span lasts two to three minutes, yet he may find it hard to shift to another activity - he needs transitional activities at this point.
- Begins to respect and obey rules.
- Likes humor games, such as peek-a-boo and enjoys being chased.
- Independent on walks, runs ahead.
- Usually plays alone or watches; progresses to parallel play with others.
- Tells needs but does not carry on real conversation with adults.
- Needs to be near an adult in play group situation.
- Cannot cooperate, engages in tug-of-war over materials, unable to share and hangs onto toys; often asks adults when wanting something from another child.

Relationship with Others and Social Play and Responsiveness:

Adults ---------

- Usually shows definite preferences for either mother or father, for certain activities or for a certain part of the day ... These may often be detected by the caregiver through child's emotion toward person giving care, reflecting current influences in the child's life affecting him at the moment.
- Is warmly responsive, loving and affectionate and is dependent on mother or other adult.
- Shows trust and love.
- Responds to adults,holds hands while walking.
- Tests limits in situations involving others.
- Likes to be a helper.
- Shy with strangers.
- Is possessive, aggressive and sensitive.

Peers ---------

- Pushes, slaps, bites, pinches and does not get along well with other children. "Snatch and grab" age or "dart, dash and fling" age and "runabout" stage.
- Wants to be with children, but cannot get along happily with them.
- Child tests his limits in situations involving other people.

Self-Awareness:

- Child becomes aware of himself as a separate person and can contrast himself with others.
- Expresses preferences strongly.
- Expresses confidence in own activities.
- Expresses pride in achievement.
- Values his own property.

Physical Environment - Outside

All children (especially those in group care) need to be allowed the excitement, challenge and freedom of outdoor play. Outdoor play permits the child to develop feelings of trust in himself, in others and in his natural environment. The two year old learns to develop large-muscle coordination through vigorous activity. Whereas indoor group activities place limits on the child due to space, noise level and safety for others, outdoor play allows the child to be boisterous and physically active where tensions and strong feelings can be released in acceptable ways. His muscles are rapidly developing and he needs access to space and equipment which encourages active physical responses. A balance between quiet and active areas is important inthe play yard. Areas should be set aside for active, noisy running, jumping and climbing as well as for quiet, small-muscle manipulative play such as playing with sand, water and digging toys. Boxes, plants, play equipment and hills can act as dividers to clarify play areas, set limits and suggest activities.

The outdoor play area should be spacious, neatly kept and free of health hazards such as broken glass, open drainage, tall grassy areas and dangerous holes. There should be sunny and shady areas in the warmer weather provided by trees which do not prevent sunshine in the winter months. A covered area large enough for active outdoor play is of particular advantage to a day care center where the climate has many rainy days without extremely cold temperatures. Covered walkways can be utilized for riding toys such as tricycles and wagons in rainy weather. These covered dry outdoor areas can help relieve the restlessness of a rainy day.

Shrubbery in one corner of a play ground may encourage housekeeping activities, where one or two children or a small group can play while still being under the watchful supervision of the caregiver. Although the play area must be safely enclosed and give protection from the weather, a well planned play yard can include visibility of activities beyond the play area to stimulate the two year old's interest in activities outside his immediate world. A variety of trees, evergreens, flowering plants and shrubs offer learning experience in nature involving his sense of touch, sight and smell. Textures of rough bark, prickly pine cones and needles, grainy sand, rough cement, wet squishy sand and mud and flowing water help to expand the child's understanding of the world around him. Seeds planted, acorns collected, flowers picked up by the two year old help make him aware of changes in seasons. One corner of the playground should be set aside for digging, sifting and pouring of sand and dirt. That or another area of quiet space offers the two year old an opportunity to play alone, to study objects about him, to think and imagine through independent play. Although the two year old often plays alone, he needs the security of having an adult near at hand often to answer "why's and what's" about his discovery.

The outdoor area should offer a variety of levels of landscape including hilly and flat areas and numerous surfaces on which the two year old can roam, explore and experience through play. This should include grassy areas for tumbling and where climbing equipment may be located. A firm level area which could be hard-packed dirt, paved asphalt or cemented is good for riding large wheel toys such as tricylcles or scooters, or for pushing large trucks or baby carriages. This is an excellent area where children can march to music supplied by a portable cassette recorder or to records if electricity is available.

Equipment:

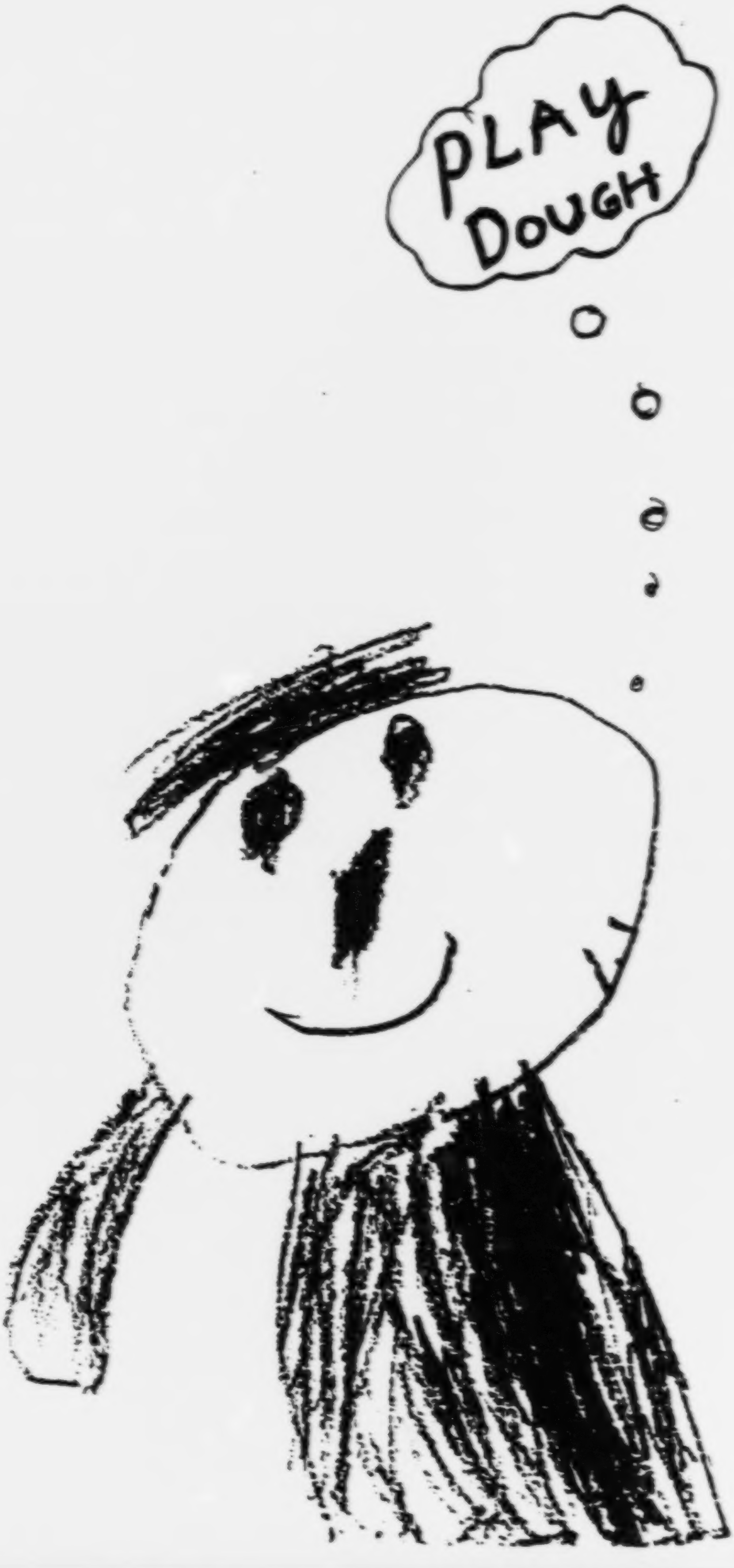
Outdoor play equipment for two year olds should include structures for climbing. Examples are: jungle gyms, free-form tunnels made from culverts or structures made of large tractor or truck tires. Other outdoor equipment should include swings, balance boards placed close to the ground, a rocking boat, riding and push toys such as doll buggies, tricycles, wagons, large dump trucks and scooters,packing boxes, small digging tools (spoons, sand shovels, plastic cups), large wooden blocks, and water play objects (dishpans, cups, funnels for pouring, sponges and squirt bottles, juice cans and small brushes for painting). A dead tree can be trimmed and relocated to make interesting shapes to play under and around. Outdoor playthings can easily be made from old tires, autos, boats, cable spools, ropes, wood blocks sunk into the ground and barrels.

Physical Environment - Indoor

Children need sufficient time, space and plenty of materials for indoor activity. Ideally the playroom for two year olds should provide many learning experiences, have enough space for large and small muscle activities and have its own bathroom and water supply. Routines are essential and when activities of eating, resting and napping can occur in the child's own playroom, less frustration and less tension results.

Motor development is increasing daily resulting in more physically active youngsters. Toys for gross muscle development include large wooden or cardboard boxes which are fun to play inside of or to push or pull for the two year old. An indoor tunnel can be made of two cardboard boxes by cutting out two sides of each and placing them upside down beside each other. Rocking boats, wooden planks, and large wooden push toys are good for indoor play if space permits.

Small motor development is encouraged by making available to the


PLAY DOUGH

child nesting blocks, beads, and thread, small boxes and wood boxes for building. Busy boxes, puzzles with large and few pieces, simple story books with mostly pictures and magazines are interesting objects for this age.

Water play is an important play and learning time for the young child. Dishpans and sponges, empty plastic squeeze bottles and plastic bowls, glasses and cups will give much pleasure to the two year old as he fills the sponge and squeezes it, and fills and empties plastic containers. This is an untiring activity for two year olds. Variety may be added with use of an eggbeater and later with addition of liquid detergent. A baby doll or scarf can be "washed" in clear water and gives the two year old a sense of importance in doing this activity.

The two year old enjoys "cleaning up" after water play and should be given the opportunity and encouragement to clean up after himself with sponge or soft cloth. Remember this is not characteristic of later stages!

Art materials of crayons and paper, paints and modeling clay are important tools for two year olds. Crayons should be large and sturdy; use large sheets of paper which can be sheets of wrapping paper, newspaper (want ads are uniform in print) large grocery bags or discarded computer sheets or pads of absolete forms which hospitals or private agencies often use. Newspaper offices will often donate the core of unused newsprint left over from a printing run.

Painting can be introduced at this point. Large sheets of paper can be taped or thumbtacked to a wall, which offers a sturdy base, a sheet of sheetrock can be nailed to a wall to be used exclusively for this purpose and can serve for a display wall for artwork as it drys.

Another type of wall easel is one made from a piece of plywood approximately two feet high by three feet long, just right for hanging an open sheet of newsprint. Attach two wooden blocks about two inches thick, one to each lower corner of the board to give the easel a slight slant. Two holes drilled in the top make this easel easy to hang from nails, screws or hooks driven into an indoor wall or a fence for outdoor use. A ledge with a raised lip may be attached to the edge of the easel. Holes may be cut large enough to insert plastic containers with screw-on-tops. Use water soluble paints which may be purchased in liquid or powder form. Smocks help make this art activity more fun for the teacher as well as the child and can be made from dad's old shirt, buttoned up the back with the sleeves cut off. Brushes should be 3/4 inches wide with long handles to allow use of large movements with one or both hands. Start out using only one color. Later a second color may be introduced. Many learning experiences can be developed around use of this one color. After he has completed coloring or painting, he is no longer interested in his "picture". Painting is a learning experience for the two year old and is not viewed by him as a finished picture, but rather is a means by which he can express his feelings about something for which he has not yet found words to express.

Fingerpainting is a fun activity that should be offered to the two year old as an alternative activity. This gives the child an opportunity for messy play and a good outlet for his feelings. Fingerpaint may be made by mixing flour and salt with a little water to make the consistency of thick gravy; food coloring will provide the various colors of paint. Remember to cover the table with newspaper and use the smocks for this activity for easy and quick clean up.

Room Arrangement

The room should be organized into interest groups which will stimulate the children to make a choice of activities. The learning environment should be orderly and controlled to influence acceptable behavior in the children it serves. A hectic, disorderly or bare setting serves only to promote disruptive and unpleasant behavior in the children. A planned environment offers many advantages. Arrange a room so that: The children will feel comfortable and secure. Before new children arrive, arrange your room thoughtfully to meet the children's needs when possible, keep it that way until the children are accustomed to the arrangement and sure of themselves.

If the room needs coverting for lunch or nap, do this the same way each day.

The children will become increasingly independent. Start guiding them from the beginning where everything they use is kept. When toys are changed put the same type in the same place.

Refer to the interest areas and equipment by name; for instance, "science center" or "wastebasket". Then say to a child, "Have you looked in the science center to see if our grass seeds are sprouting?" He will go independently to examine the grass seeds.

Later changes will need to be made to introduce new experiences and stimulate interest. By then the children can find what they want without wandering around.

The children can develop desirable habits. Make it easy for them to learn good habits. Hooks near your art table will encourage them to hang up their painting smocks. Cleaning materials handy will encourage them to clean up spills. Puzzles placed on a low shelf near a table will encourage them to work the puzzles on the table and replace them when completed.

Children are much more likely to put things away if they understand where things belong. Some caregivers even mark the size of blocks on block shelves so the children can arrange their blocks in an orderly way. It also helps to use containers of different colors for scissors, crayons and other material.

The children can work together with a minimum of friction. Be sure interest areas are located in different sections of the room and are all interesting so the children will not always congregate in one spot. For the younger children provide several of the same items such as little trucks by the blocks, or several irons in the homemaking center.

Children seem to use the homemaking area more successfully if it is partially enclosed and out of the traffic area.

Place the block area so other children will not have to walk through it. The fact that a child's block structure was accidently knocked down does not lessen his frustration.

Children can have privacy if they desire it. Try to provide privacy for the individual child through the location of the book area, listening-to-recordsarea and science center. Placing a large grocery box in an area where a child can sit inside and enjoy being alone is one way to meet a need for privacy.

Gadget boards and felt boards on the wall may help, too, particularly in a tiny room. A story group or active music area can be created without much shuffling of equipment. In bad weather the open space usually designated for music and stories can become an active play area. Bring in rocking boats or set-up a walking board on tires.

A room can be converted for lunch time or nap time with a minimum of confusion. Plan to move into the change gradually. Let the children in the homemaking center straighten it by stacking the equipment while a staff member arranges the cots. Guide these children to the section of the room to be used last-perhaps the book center or the music area. Then move on to the block area. Provide large blocks of time and do not pressure the children. When they understand the routine they will help.

You, the caregiver, are released for guiding! You shouldn't have to "run yourself ragged" telling children where things are, getting things out or constantly nagging at children to do things.

Children are so logical. They are much more likely to hang up their wraps if hooks or cubbies are near the door.

Place the art table and easel near the sink (if you have one) or near the door leading to the bathroom. Plans for the clean-up will be easiest for both, the caregiver and the children so that they will not interrupt others.

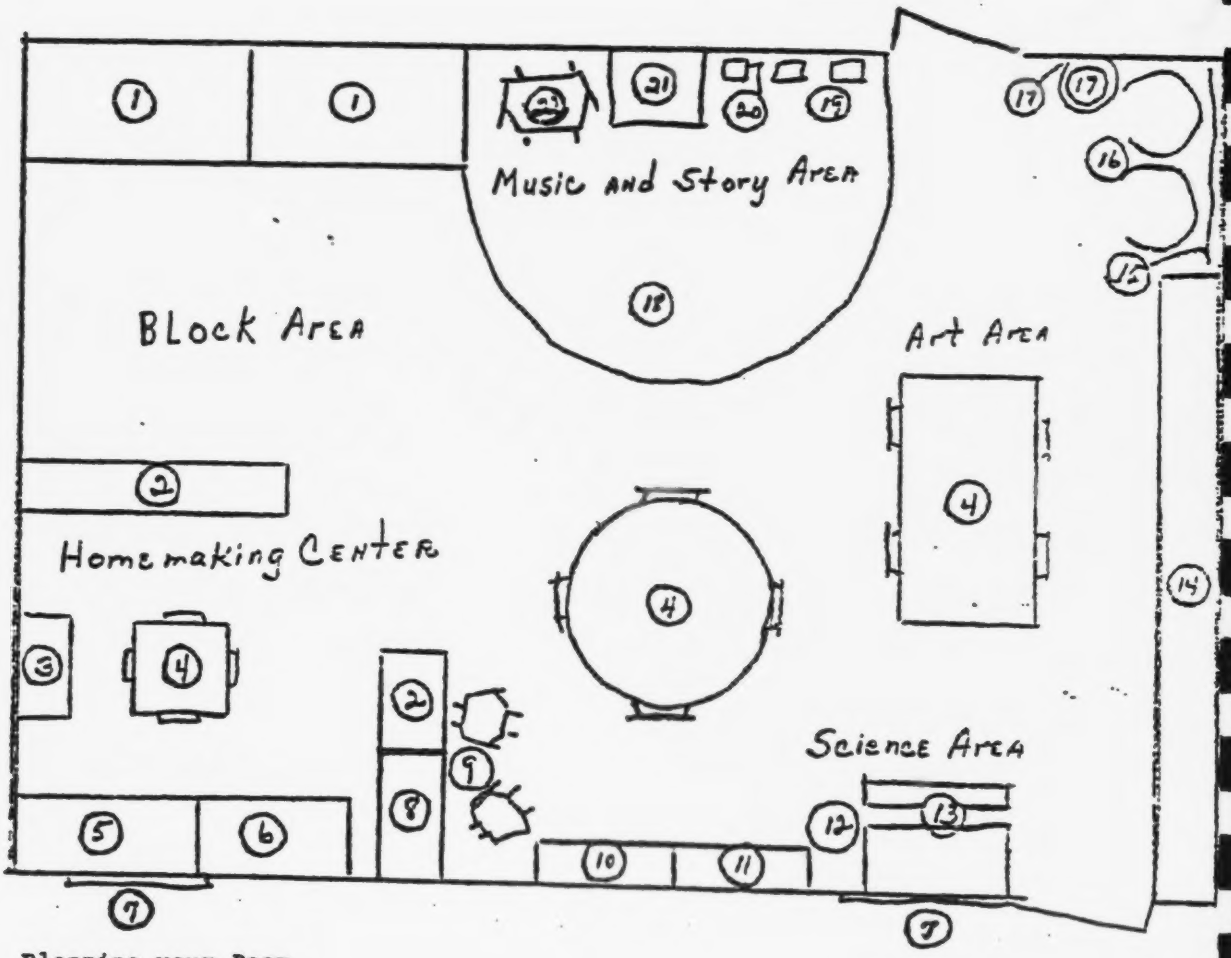
The following should be considered:

The center is a child's environment. Remove everything from the room that belongs to the adult world and everything that is not pertinent to your program.

Children learn by example. Remove anything that needs repairs unless the children are going to help you repair the item. Avoid clutter. The room should look lived in but not messy.

Room size: 536 square feet
1 Stacked cots
2 Shelves
3 Stove
4 Table and chairs
5 Play bed
6.A second bed or folding mat
7 Windows
8 Book Rack
9 Child-size rocking chairs
10 Manipulative toy shelves
11 Art supply shelves

Maximum capacity: 15 children
12 Wastebasket
13 Table and bench
14 Individual lockers for children
15 Adult bulletin board above tubs
16 Water play tube and Art clean-up
17 Hooks for smocks and paper towels
18 Rug
19 Stack of pillows
20 Children's bulletin board
21 Record player and records
22 Adult Rocking chair


1
1
22
21
20
19
17
17
16
15
Music and Story Area
18
Block Area
Art Area
4
2
Homemaking Center
4
14
3
4
2
9
Science Area
5
6
8
12
13
10
11
7
7

Planning your Room

The room plan shown above indicates the arrangement of basic equipment which one teacher used successfully. Her children play, eat and nap in the room so she had to consider the problem of converting, too.

Your room will be different but after you study this plan you can adapt the ideas to suit your own group's needs. You should develop on paper the design best suited for you.

Schedules and Routines:

Children learn through repetition and feel more secure when they can learn a pattern of activities and can predict the general schedule of events. Adequate time should be allowed to take care of bathroom needs as the two year old generally is "potty" trained but needs close supervision and needs to be reminded to go to the bathroom to avoid accidents. This should be encouraged after active play and following meals and snacks. Extra clothes should be brought from home in case of accidents.

Often children come into the center without breakfast and therefore it is important that breakfast or snack foods be offered early in the day. Water should be made available after playing times. After bathroom chores, free play indoors or outdoor play is engaged in, followed by handwashing and bathroom needs. Art or music activities may follow, with a clean up and restroom period. A story time will serve to calm the children for lunch. During the meal, individual attention is given as needed to encourage the child's use of utensils and to try foods. Naps should follow lunch for an hour to an hour and a half. The children are helped with putting on their shoes and are taken to the bathroom upon waking. A snack should be offered at this point. Encourage each child to take more responsibility for simple actions in the center, such as clearing the table by dispensing of his cup and napkin, putting away the toys. Outdoor free play or music should be provided until parents arrive to pick up the child.

Toilet Training:

Becoming toilet trained is a large accomplishment for young children and if not accomplished by three years of age, can become a major source of conflict between children and parents. Many children accomplish toilet training between the age of 18 months to two years. However, a child should never be pushed to be trained if he is not physically ready. Several factors influence the ease with which children become toilet trained. A child must be ready both physically and mentally. He must have the neuro-muscular coordination to control his bowel and bladder functions and must be able to recognize an advantage in using the toilet instead of a diaper. It is important for day care center staff to work cooperatively with the parents in encouraging the child to watch other people use the toilet, taking advantage of the child's desire to imitate. Additionally, caregivers can emphasize the importance of toilet training by making a strong connection between growing up and using the toilet. If the child shows a strong desire to imitate, this is an excellent time to introduce toilet training.

Many children are physically ready for toilet training at two years but have developed strong ideas about doing things their own way. When a child's sense of independence and ability to make his own choice conflicts with toilet training, his progress with training may be prolonged. Often a child at 2½ to three years will be ready to accept toilet training as a sign of being "grown up". Rewards of praise and telling a child he is big works well with this age. Also the child who enters a day care setting who is not yet toilet trained quickly becomes trained due to seeing other children using the :toilet and not wanting to be different.

Be prepared for many ups and downs in the process of establishing control. "Accidents will happen when he is sick, tired or merely too involved in play. At times he may resist training but if you do not take such times too seriously they will be short-lived.

The child should not be required to sit more than five or ten minutes and you should stay with him. Do not read to him, or tell stories as this will only distract him and may keep him from grasping the purpose. When he has finished his mission show him that you are pleased but do not exaggerate or act excited.

Never punish a child for having a bowel movement in his pants; let him know you are displeased. It will do no harm to show him you do not enjoy the odor or the cleaning up.

In a group setting you must treat each child individually; do not expect all children to be on the same schedule. Offer many times in the day an opportunity for the child to go to the bathroom, especially following food or drink or active play. Training pants will help clarify what is being asked of the child in bladder control. Wearing diapers will only confuse the child when he is expected to use the toilet.

Guidance and Teaching Techniques for Working with Two Year Olds:

Two year olds are very challenging due to the fact they are becoming more coordinated. They are growing stronger physically and by this age have developed a great deal of determination. They learn about the world through exploration by playing with objects and are learning about these objects in the process.

You, the caregiver, play a large role in guiding the young child in his learning processes. The tone of your voice, the movement and gestures of your body and your facial expressions greatly influence how and what children learn through you. Use a tone of voice and words that help make a child feel confident and reassured, not afraid, guilty or ashamed.

Maintain a relaxed atmosphere in your learning center. You should be as relaxed and unhurried as possible. A caregiver who constantly runs around a room causes turmoil.

Use of repetition and nonsense rhymes are enjoyed at this age, as well as touching and looking at books and stories with large pictures.

Establish routines which promote the feeling of security. Consistent staff and consistent care can help make the environment more secure. This does not mean you should never change your schedule. If something special is happening, adjust that day's schedule to include this once-in-a-lifetime opportunity for a different learning experience. This might be a chance for the children to see an earth-moving machine clearing an area near the center; it could be the circus coming to town, or a parade near your day care center.

Other learning opportunities are field trips which could include visiting local fire stations, libraries, police stations, Santa Claus at a local department store or making a visit to a local grocery to purchase certain foods for that day or the next day's meal.

Remember! The better preschool programs give children a wide range of choices with only necessary limits being made. The two year old has a short attention span. It is up to you to plan interesting activities that are appropriate to the two year old's interest and needs. Allow plenty of space and free movement within the day care center. This freedom of movement with a variety of activities will help prevent the two year old from becoming bored.

Treat children as individuals at all times. Give each child some attention as soon as he enters each morning and during the day.

Remember that adult guidance will be accepted much more quickly and readily by a child if there is a positive, warm and respectful relationship between the child and the adult. State suggestions or directions in a positive rather than negative way.

Reward children when they do things which they should do; do not wait to speak to a child only when he needs correction. Cultivate a sense of humor and use it! Getting a child to laugh can settle many situations quickly. It is also important to give a child reasons for your requests when he asks "why". This will help him learn to use what he learns in one situation in a similar situation. This is better than "Do this because I tell you so", which otherwise might be the only reason he has for not doing a certain thing.

When instructing children use positive suggestions or directions rather than negative statements. Avoid the use of "no" and "don't" as much as possible. The following are examples you could use:

Say	Do not Say
Sit down when you slide	Don't stand up when you slide.
Dig in the sand	Don't throw the sand
Sit in the swing	Don't stand in the swing
Use both hands when you climb	You'll fall if you don't watch out
Climb down the ladder	Don't jump off the box
Throw the stick over the fence	Don't play with the stick. You might hurt someone
Keep the puzzle on the table	Don't dump the puzzle pieces on the floor.
Turn the pages carefully	Don't tear the book
Talk in a quiet voice	Don't shout
Wipe your hands on the paper towel	Don't put your hands on anything
Be sure the ladder is safe	Be careful, You might fall.
Sit on your chair	Don't rock in your chair
Move back on the rug	Don't lean forward so other children can see.
Walk around the swing	Be careful. The swing might hit you
Wipe your brush on the jar	Don't drip paint on the floor
Put your apron on	Don't you want to put an apron on?
Time to go inside	Shall we go inside?
Drink your milk	Don't you want your milk?
Drink out of your own glass	Don't bother the other children

Realistically there will be times when trouble occurs and less desirable behavior surfaces. The following are techniques which you may find helpful in more effectively guiding a child's behavior:

1. Use a pleasant voice at all times, but especially when a child is to be corrected; get down to the child's eye level, call him by name, get his attention and then begin communicating.
2. Be patient and be consistent.
3. When there is going to be a change in any activity prepare the child. a few minutes ahead of time. ("Johnny, in two minutes we will go outside to play".)
4. Plan for plenty of gold ole hard play -- particulerly outdoor play.
5. Indicate your disapproval of his actions, not his personality or character. This means avoid using phrases such as "You're a bad boy". You're not a very nice little girl when you do that". Be more specific! After all, it is the action not the child that you are disapproving.
6. Try to work on the cause of behaviors as well as the behavior.
7. Develop your nonverbal communication skills and use them. You've come a "long way" when one good look will work as well as 20 words!! Remember this takes time -- the children need to know you in order to be able to "read" your nonverbal cues.
8. If at all possible, try to ignore negative behavior. Too often we "lock horns" when we don't really have to.
9. If you can't ignore the behavior then try to redirect it in a non-reprimanding way -- Example: Very few people would be able to ignore a child coloring on walls. Rather than rushing into the room and calling the child a little monster, simply redirect the behavior by saying something like "If you want to color, here's some paper. If that still doesn't work, then just give a simple

rule -- "The walls are not to be colored on". Again, this directs your guidance specifically to the action that is inappropriate rather than directing it at the child's personality and character.

10. Set limits - remind the child of limits or rules set in a group, rather than individually; "use loud voice outside", "blocks are for building".
11. Talk with the child. Discuss with him what has happened, help him understand his feelings: "I know you feel angry". I know you wanted to do _____ _____ _____ in a little while _____ _____ _____.
12. Separation from the group for brief times within teacher's view - let him know the reason for the separation so that he learns from the experience.
13. Remember all emotions are legitimate--positive, negative and even ambivalent emotions. If a child expresses a negative emotion, don't pretend it doesn't exist. Rather acknowledge the negative emotions such as fear, anger, jealousy and even hate and then help the child to deal with these emotions in an appropriate manner. Also recognize a child's ambivalent emotions. If a child asks why won't they let me play with them. Be honest. Say "I don't know". "Maybe if you ask them they'll tell you, maybe they won't". Children find comfort in knowing that there's nothing wrong with not having all the answers all the time.
14. Help the child learn the difference between a major mishap and a minor mishap. This means that as an adult you should react differently towards a broken egg than you would toward a broken leg, or you should respond differently to a broken window than you would to a broken heart.

15. Avoid challenging a child to do wrong. When you tell a child "If you do that one more time then..." you're challenging his independence. Most children only hear "DO THAT ONE MORE TIME" and that's exactly what they do.

16. When teaching politeness, teach it politely. Remember it is also rude to interrupt an interrupter, with a statement such as "You're so rude, can't you see I'm talking." It would be much easier to tell a child "Excuse me, but I'd like to finish my story, then you can have a turn." Also if you want children to develop a habit of saying please and thank you, then say it yourself.

17. Learn to tell a child no, but tell him "no" kindly. In other words you can recognize his wants and desires even though you do not grant all of them. Example: Child - "Mama, I want an ice cream cone." Mother - "I know you want an ice cream cone, but today you cannot have one.

18. Avoid critizing a child's parents, even when there seems to be ample reason to. Remember, you should not be competing with them, but rather always working with them for the child's best interests. Remember, even if you care for their child eight waking hours out of the day, they still know things about their child that you DO NOT know, just as you may know things they don't know. So share your knowledge and work as a team -- it's the only way to have lasting results.

19. Be honest with a child.

20. Be honest with yourself. There will always be days when you do become weary, tired and even angry. You have a right to these

emotions with two words of caution. (1) Your anger should never be directed at a child's personality or character, but rather at his actions. (Example -- if you walk into a room and the children have thrown all the puzzles pieces for 20 different puzzles across the room -- instead of saying "You have really made me mad!! It would be much better to say "When I look at these puzzle pieces thrown all over I really get mad." Then the child knows the specific action that needs to be corrected. (2) Although you are entitled to some negative emotions if they HONESTLY BECOME A HABIT with you then you need to either break the habit or choose another profession. Adults working with young children have an obligation to the child, and not merely to themselves. This means you should have developed the "habit of happiness", if you're going to successfully work with children.

21. Do not give the child a chance to lie. If you watched Tommy hit Billy, then do not ask Tommy, "Did you hit Billy". If he answers "No" you now have two problems (the hitting and the lying to deal with instead of just one. In other words, do not ask the question when you already know the answer.

22. When guiding a child's behavior, appeal to his sense of reason. This means that you too must be reasonable.

23. Be prepared to repeat many times when working with young children. If it is necessary to repeat your directions be patient, and don't look at it as a personal attack on your ability to guide a child. Have you ever watched a young child work a puzzle? They usually work it again, and again,and again... This should tell you something

about the child's development at this point. REPETITION IS NECESSARY. (I'm referring here to repetition on different occasions and not to having to tell a child something 10 times on one occasion before he will respond.)

24. Above all, be the kind of person you want the child to be!!!

Teaching Techniques

Two year old are very challenging due to the fact that they are becoming more coordinated; therefore more sure of themselves. They are growing stronger physically and by this age have developed a great deal of determination. They learn about the world through exploration by playing with objects and are learning about these objects in the process.

You, as child care providers,play a large role in guiding the young child in his learning processes. The tone of your voice, the movement and gestures of your body and your facial expression greatly influence how and what children learn through you.

Food Service for the Two Year Olds

Although the two year old has moved from bottles and baby foods to solid foods, he is continually being introduced to many new foods. These new foods are strange to him. If he refuses to taste a new food, don't be alarmed, but remove the food and try serving it at a later time. Introduce only one new food at a time. Offer a very small amount at first, at the beginning of a meal.

The two year old may tend to eat less than he did when he first began solid foods. A child's appetite doesn't progress rapidly at two or two and a half years because his physical growth has been less rapid. He may refuse to eat or may express a strong dislike for a particular food. It is best to refrain from making an issue of the situation. It is a natural reaction for a child (somewhat like an adult) to rebel when someone tries to force him to eat. Remember that children tend to be cautious and curious. As they like to explore and feel foods with their fingers, finger foods are popular with this age group. As the caregiver, you must be patient and understanding. A relaxed atmosphere should be present before and during mealtime.

The Noonday Meal

The noon meal is one of the times in a day care center when the young child is apt to feel strange and want to be home and with mothers, thus making this an imporant time for the caregiver to be close at hand. One of the best ways to get the children started with good eating habits is to practice them yourselves. Children learn through imitating those around them; this is reflected in the way they eat as well as attitudes developed toward foods. The caregiver who sits and eats with her group of children reinforces good eating habits by demonstrating her willingness to taste the variety of foods offered. In addition to actually sitting at the table and eating with the children, the caregiver should be relaxed, at ease and have quiet control over the situation. The serving and mealtime routine should be arranged to require a minimum of adult attention to free the caregiver's time and consideration for the children.

A period of quiet activity, such as story time between washup and lunch gives the children the necessary relaxation their bodies need before beginning their meal. Noise and confusion should be avoided in going to and from the lunch area.

Time

Children should be fed before they become too tired and while they are hungry. Ample time should be allowed for lunch. The teacher must realize that children eat at different speeds and require different lengths of time for meals. Caregivers and children both enjoy mealtimes that are pleasant and happy. The caregiver should avoid nagging and fussing and forcing a child to eat.

Snack Time

Because the capacity of a child's stomach is small, it can't hold a lot of food at a time. Nutritious snacks should be served midway between meals. For example, if a child eats breakfast at 7:00 A.M. and lunch is served at 11:00 A.M., the snack should be served at 9:00 or 9:15. If it is known that the child does not eat breakfast prior to arrival at the day care center at 8:00, then a snack or light breakfast of cereal and milk or toast and milk or fruit juice should be served soon after arrival. Breakfast foods may serve as the snack in this instance. A general rule to remember is to offer food every two to two and a half hours. The afternoon snack should be within 15 minutes after naptime and following the restroom and hand washing rather than immediately upon waking the child.

Snack foods may include milk, fruit juice, cut up fruit strips or raw vegetables, bread and butter sandwiches, cereal, cheese on crackers, crackers or bread with peanut butter. Candy, cake, carbonated soft drinks and other sweets may keep a child from being hungry at mealtime and contributes little to the diet except calories. As thirst may be mistaken at times for hunger, plenty of water should be available and offered between meals.

Room Arrangement and Serving of Food

Comfortable seating at a convenient height provided by child size furnishings help promote a pleasant atmosphere. Use appropriate silver ware (blunt forks) the child can grasp easily so that he can manage his food. Use unbreakable dishes and glasses of a size and shape the child can easily grasp to prevent spills. A cup or mug should have a handle he can grasp easily with his whole hand, not just two fingers.

Children from toddlers through preschool enjoy helping set the table. Giving a child a tray with silverware and napkins and allowing him to set the table is good experience for the child (be sure to pass around this privilege to give each child a turn). It is necessary to teach the small children to pick up forks and spoons by the handles and time spent doing this is time spent educating the child so "train them well"!

Plates are usually served in the kitchen and placed on the tables for two year olds. Remember to serve small portions which the child can finish easily and then provide"seconds" and"more seconds". Serve meals with light seasoning and little salt to keep from loosing the natural flavors of foods. Serve warm foods warm and cold foods cold.

The child who does not eat well should be observed for symptoms of illness rather than attempting to get him to eat food for which he has no appetite. Eliminate game playing to get a child to eat as these focus more on not eating than on eating. Removing the child's plate after a reasonable period of time (20 to 30 minutes) works better than constant insistence. If a child appears to be eating too little, speak to his parents about a referral to a physician or maybe the dentist.

Emphasis should be placed on the social aspects of the meal than "stressing manners". However, table manners are best taught through example by the caregiver sitting at the table demonstrating proper behavior.

The caregiver can stimulate and guide interesting but not exciting conversation, making mealtime a pleasant learning experience.

Three and Four Year Olds

THREE AND FOUR OLDS

Ages three and four are the nursery school years. These are a trial run for adult life. Each child is full of great initiative. He needs the time and materials to try out his plans and ideas and he wants to try everything. This is how it should be. If he hangs back he may need more encouragement. Don't be afraid to give it to him. He may need more experiences to get ideas. Give him materials to manipulate and be creative with.

It really does not matter at this age if his crayon "house" doesn't look like a house at all to you. What really matters is how he feels about it and the fun he had doing it.

During this period of awareness he is learning about the type of person he is, the kind of child you expect him to be. For these reasons a great deal of "testing" is common during this period.

And, remember, he arrives at who he is by your tone of voice, what he hears, your facial expressions and your reactions toward him.

Some characteristics of the three year old are:

1. Loves to talk; makes three to four word sentences; uses plurals, past tense, personal pronouns, prepositions. Knows last name, sex, street on which he lives, simple rhymes. He is curious-asks "What?", "Where?", "When?". He understands simple explanations; asks frequent questions; likes to learn new words; likes to compare two objects.
2. Is responsive to rhythm, has enough control to reproduce sound patterns; can recognize familiar melodies and sing simple songs, not always on pitch.

3. Is vague about time and space; is unlikely to stay with any activity more than a few minutes and has average attention span of ten minutes.

4. Has eye for form-knows circles, triangles and squares; can throw a ball without losing balance; can jump with both feet, use slide, climb, turn sharp corners, dig, ride trike easily; can gallop, jump and run to music.

5. Dresses partially-depending upon mood; puts on shoes and undresses almost entirely; holds cup by handle, tips head back to get last drop.

6. Has good eye muscles; can copy circle and cross; may "read" from pictures in a book.

7. Can make a choice and abide by it; asks help if he needs it; may not be able to do two things at once; as talk and eat; can suggest his liking for a meal; can run errands.

8. Likes paint, crayons and clay. Uses varied and rhythmical strokes in painting and drawing; likes to have his picture or art work saved.

9. May still play by himself quite happily, but is more likely to be playing beside other children (parallel play), and will later move into more cooperative play; is beginning to share; can adjust to taking turns; enjoys playmates; may help a shy child, if this is suggested; has no sex preference in play; begins to combine planes, trains and cars with his block play; shows order and balance in block building.

10. Can get almost as much relief from anger and resentment by wreaking vengeance on an imaginary person as on a real one; needs help in finding ways to get rid of trouble some feelings without harming others or being made to feel quilty. Is in-

clined to strike out at persons or obstacles; beats or bosses imaginary playmates. Fantasy may give relief from tensions of everyday world.

11. Is imitative, interested in persons, susceptible to social suggestion; agreeable, alert, self-reliant, imaginative, attentive to words, listens to reason, is proud of increasing abilities.
12. Is interested in nature-what happens, what animals do, what and how they eat; likes books and stories about animals; likes stories about things which are familiar and wants his favorites repeated.

Some characteristics of the four year old are:

1. Uses sentences; has power of generalization and abstraction; exaggerates to practice words; tries out silly words and sounds; experiments with adjectives; speaks of imaginary conditions; can tell a lengthy story mixing fact and fancy; calls names and brags; asks many questions-not always interested in answers but in how answer fits into his thoughts; knows colors and can name them; has attention span of twelve to fifteen minutes.
2. Can stand on one foot, skip on one foot, and then hop on the other; is very active-shovels, sweeps, rakes, climbs, slides every which way, races up and down stairs, throws ball overhand. Senses differences in gaps in skill and power of adults and himself; wants reassurance that he is capable of being a strong, skillful, capable person.

3. Can carry liquids without spilling; manages own clothes if they are simple; buttons and unbuttons, dresses and undresses dolls; works with precision in painting, but shifts ideas; begins to copy; tries to cut on line with scissors.
4. Watches to learn; reasons; shows dramatic ability; can talk and eat or talk and dress; is beginning to use talking instead of hitting in play.
5. Needs guidance and lots of materials; is physically agressive, is rough and careless with toys; laughs wildly in play; indulges in name calling and bragging-"I'll sock you"-with such silliness leading to tears and squabbling.
6. Shows little politeness at times; shows off and acts very badly before company; likes to play mother or teacher to smaller child; shows pride in mother though he may resist her authority; boasts about daddy.
7. Is able to accept turns and may share graciously; is able to accept rules and responds well to objective commands such as "It is time to.....".
8. Has a great interest in music-in listening, dancing or performing to it; has increased control of voice which allows him to sing on pitch; can recognize melodies.
9. Is beginning to be interested in other children and their activities; capable of group planning and play; can amuse himself alone; play reaches new heights of inventiveness and grows rich in detail; likes to act out his ideas; builds elaborate structures and names them; dolls are important, sharing experiences and having personalities; likes to arrange

hazardous devices and does not like to be reminded of his limitations.

10. Can anticipate a tour or trip and help with preparations; talks about it afterwards and reproduces his experiences; likes collecting-beetles, worms, leaves.
11. Loves story time and enjoys turning pages; enjoys exaggeration, bubbling humor; interested in new experiences, in how and why; loves to talk about things of which the story reminds him.
12. Likes having art work saved; may work with a plan; talks while working; may make an object with clay.

PHYSICAL ENVIRONMENT-OUTSIDE

The outside play area should be designed and planned with the young active nursery school age child in mind. Children need an exciting outdoor environment giving them opportunities for creating, discovering, exploring, and learning. They need to be able to invent and improvise; build and destroy; make things work and learn how and why.

The location of equipment is important to outside play activities. Large muscle building equipment such as swings, slides, see-saws, climbing apparatus, trapeze bars should be placed away from other areas of play. Provisions should be made for games, digging, planting, dramatic play, walking boards, water play and even woodworking are all part of a child's development.

Following are suggested guidelines for outside play areas:

1. A hard-surfaced area with space for games and a network of paths for wheeled toys.

2. Sand and sand equipment (buckets, spoons, rakes, etc.)
3. Dramatic play structures, such as play houses.
4. Climbing structures with room for more than one child at a time and with a variety of entries, exits and levels.
5. Mound(s) of earth for climbing and digging.
6. Trees and natural areas.
7. Water play areas.
8. Construction area with junk materials such as tires, crates, planks, boards, bricks, nails. Tools should be provided and demolition allowed.
9. An old vehicle, train, boat, car that has been made safe, but not stripped of its play value. (This item should be changed or relocated after a period of time to renew interest).
10. Equipment for active play: a *slide* with a large platform at the top (best if slide is built into side of a hill); *swings* that can be used safely in a variety of ways (use of old tires as seats); *climbing trees* (mature dead trees that are horizontally positioned); *climbing nets*.
11. A large grassy area for organized games.
12. Small private spaces at the child's own scale: tunnels, niches, playhouses, hiding places.
13. Wheeled vehicles such as trikes, wagons, doll carriages, pedal cars, wheel barrows.

PHYSICAL ENVIRONMENT-INSIDE

A well planned room arrangement creates a loving, learning, playing environment.

Play is the foundation of any program that involves children. The social, emotional and intellectual needs of children can effectively be met by the medium of play. Children learn and play best in small groups, for this reason rarely are all the children doing the same thing at the same time. To effectively guide children the program should be devided into interest centers that allow creative freedom and stimulate play experiences. Typical of indoor interest centers are homemaking, music, art, library, science, carpentry, block, and manipulative table toys.

Homemaking

A vital part of any child care program is the homemaking area. Both teachers and children appreciate this area due to the unlimited learning opportunities. Much dramatic play occurs here enabling the child to handle the problem of being little and allowing the child to rid himself of negative feelings in addition to bringing the world of fantasy and reality together.

Props in this area are numerous, they include: baby dolls of various sizes, doll bed, doll carriage, doll clothes, doll high chair, tea set, cooking utensils, sink, refrigerator, stove, ironing board, iron, telephone, dress up clothes for boys and girls, rocking chair, hats, purses, shoes, artificial fruit, and play grocery supplies.

Tips

1. Equip the housekeeping area to meet the needs of boys as well as girls. Boys should be allowed to "dress up" in girl clothes and play mother. Girls should be allowed to "dress up" as dad and play father. This is parent education!

2. Allow children to play out frightening or painful experiences. This way they can work their way toward healing psychological wounds.
3. Allow creative freedom by not demanding that play activities always occur in the traditional way. If the children want to play "puppies" in the homemaking area allow them to bark and crawl.
4. Listen to the conversation and watch the actions of the children to learn more about the development of each child. The words he uses as mother or dad may tell you not only how he feels about his family but also about his self concept.
5. Keep adding interesting props-an alarm clock, a door bell, a bottle, pillow, new clothes for dolls, or a new cloth for the table.
6. Remember children under six are concerned with he world of family and other people. Through "rehearsing" these roles a child begins to understand his culture and himself.

Music

Music is a part of the child's life and listening is a major part of music. Children should be given many opportunities throughout the day to enjoyu and participate in music. Music should not be limited just to signing; children can enjoy music through rhythm band, piano, record player, tape recorder, or the musical sounds in our world such as the tapping of a hammer or the sounds of nature. Through music, children can explore space, learn concepts of motion (fast, slow, still, rolling). Learn directions (right, left, front, back, high, low), and number concepts.

Equipment in this area includes rhythm sets, piano, autoharp, record player, records, tape recorder, drums, shakers and dance costumes.

Tips

1. Music is to enjoy; participate with the children. Your enthusiasm is contagious.
2. Music and dance have their greatest value when they are avenues for self expression. Setting a pattern by saying, "Do it this way" will block creativity.
3. Listening is a very important part of the music program but it does not have to be taught by the "sit down and be still" method.
4. Listen to the sounds in your day care center, including the sound of your voice. The "music" of your voice is a very important part of communicating feeling. The child will be reassured if the tone is confident and friendly.
5. Take time to listen to each child and be sure that you are looking directly at him and that you are on his level.

Art

Art activities offer opportunities to fulfill many goals related to the child's growth and development. Daily through this media children have an opportunity to develop independent thinking, to gain confidence in their abilities and ideas, to express feelings and to plan and organize ideas. Any art creation is appreciated becsause the process is valued more than the end product. As in all interest centers but particularly in the art area, creativity is encouraged and respected.

A wide variety of materials should be available: easel, paint, large paint brushes, paste, glue, play dough, crayons, finger paint, chalk, box sculpture, large sheets of paper, and much collage material.

Tips

1. Art is an important means of expression and of draining off feelings as well as a source of satisfaction for the child. The teacher should never put the "finishing touches" on a child's work.
2 Elements of fantasy will be found in the child's art. Young children draw things as they see them and not as adults see them.
3. An adult should never draw a picture for a child. Suggestions for change should not be made. It is the process rather than the product that is important.
4. Titles are not necessary for every creation. Never ask, "What is it"? Children should, however, be encouraged to verbalize in other areas.
5. The teacher should avoid making the child feel that what he produces should please the teacher. The teacher should encourage each child by showing that she has faith in his ability to express what he feels and thinks.
6. Children need "messy play" experiences which clay and finger painting offer. Because they are sensory experiences they are deeply satisfying to a child.
7. No PATTERNS. No COLORING BOOKS. Never, "This is the right way" Never, "You did yours wrong".

Library

Books offer the child many opportunities for sharing, communicating ideas, gaining new ideas, and increasing vocabulary. Carefully selected books should be readily accessible to the children.

Tips

1. A variety of books should always be available under conditions that will encourage their proper use.
2. Allow book shelves or a rack for books with plenty of table space and chairs. Books should be easily accessible to the child.
3. The primary function of books for the young child is not to present new information but to recreate for him a world he already knows and by recreation to strengthen his understanding of it.
4. Children can appreciate the beauty and imagery of good poetry if they are introduced to it early and hear it read with expression.
5. Children can learn respect for handling a book if the teacher handles books carefully and discusses this with the children.
6. Children like repetition and it is most acceptable to read the same story often.

Science

Science helps the child build a sense of security. To feel secure one must feel loved but also one must understand the world around him. To gain understanding the child can experiment, ask questions, answer timely questions asked by the teacher, solve problems and draw own conclusions. Science helps the child know his world, to feel comfortable in it, to be able to walk around in and to look at things and wonder about them and try to understand.

This area should always be open for observation, manipulation and experimentation. Typical items in this area are: thermometers, magnifying glass, measuring cups, egg beater, tree bark, shells, seeds, wild flowers, magnets, terrarium, balance, scales.

Tips

1. Science is everywhere, science for young children is a beginning...beginning to build concepts upon facts that are learned in a setting where questions are welcomed and answers, right or wrong are well received.
2. Experimenting is encouraged. No shame follows a mistake and it is safer for a child to admit he doesn't know.
3. Even when planned science experiences "Flop" there can be a learning experience because the teacher and children can discuss "why" it happened. Failure can be a spring board for new theories.
4. Teachers should not be embarrassed to say, "I don't know". This response may encourage the thinking that went into the question.
5. Answers will change as knowledge grows. Questions will always be necessary and science is often taught best by not immediately supplying all the answers.

Carpentry

The carpentry area offers a particularly satisfying experience to young children. As a child works with wood, he perceives that it has weight, volume, thickness, texture, it varies in length, width, thickness, and that forms can be created through shavings and sawdust. Constructing with wood presents challenging problems to solve.

The tools in this area are regular adult tools, they include: hammers, saws, brace and bit, sandpaper, nails, vise, work bench and lumber. Provision should be made for storage of tools and lumber.

Accessories are rulers, pencils, screws, string, washers, hinges, styrofoam, fabric, bottle caps, jar lids, and easel paint.

Tips

1. Carpentry can be a medium to teach children to assume responsibility for developing safety rules and learning to abide by them.
2. All children should be allowed to build at the carpentry table, not just boys.
3. Children do not have to make something to benefit from this experience. Carpentry helps to develop coordination, release tensions and encourages language development.
4. Having supplemental supplies will enhance the carpentry area. Paper cups, a variety of nails, paper plates, fabric, egg cartons, box tops, jar tops...
5. Suggesting that only 2 or 4 children work in the carpentry area encourages safety. Placing this area out of the main flow of traffic and away from the quiet activities is advised. Children may enjoy woodwork outside.
6. Play in this must be carefully supervised.

Blocks

The block area provides unending learning and creative experiences for growing children. Concepts learned in block play include weight, balance, support, numbers, vocabulary. Ideals can be shared, opportunities to experiment are numerous and a sense of achievement is quickly gained in block play. Children learn respect of their work as well as respect for the work of others.

Equipment for this area in addition to kindergarten blocks are tractors and trailers for hauling, wooden animals, cars, trucks and trains.

Tips

1. Establish rules for the blocks area and discuss them with the children. For example, the blocks stay in block area. Blocks are used for building (not used as hammers, guns).
2. Encourage creativity with the blocks by asking key questions. Do you suppose you could build a _______? How big does it need to be?
3. Provide room for children to move and build in and to extend their buildings.
4. Store blocks lengthwise on low, open shelves with unit sizes clearly visable, so that children can identify the various sizes easily and put them away in order.
5. Remember that a sufficient quantity of unit blocks is important.

Manipulative Table Toys

Manipulative toys aid young children by encouraging eye-hand coordination, math and science concepts, and opportunities for success that fosters positive self concept as well as numerous opportunities to express emotions. Manipulative toys should be located on low shelves near child sized tables and chairs.

Toys include puzzles, puppets, lotto games, lacing shoes, peg boards, beads for stringing, pounding box, snap puzzles, stacking toys, color match board, snap blocks.

Tips

1. Have an adequate and varied supply of materials readily accessible to children on nearby shelves.
2. Arrange and group the materials so that the children can clearly see the choices offered. Keep some materials in reserve for future use.
3. Be alert to variations in children's abilities. Some children need simple puzzles to begin with before they attempt more complicated ones.
4. Remember that the young child needs to move around and will frequently change from one activity to another.
5. Encourage children to complete the activity. A sense of success as well as responsibility is gained by completion of an activity and them putting it away.

FURNISHINGS FOR AGE 3 and 4 YEAR OLD

Choice of furnishings and storage units will be based mainly on how you plan to use the space. Space planning should be aimed at organizing your early childhood facility into an uncluttered, attractive, functional environment where both children and adults have space enough to move around freely.

Certain considerations should be given to:

1. Traffic patterns-You will want your block building area away from major pathways to the bath and exit areas.
2. Noise control. Living in a group setting can be very tiring.
3. The color scheme is an important consideration. Soft colors on walls and curtains denote a quiet, tranquil atmosphere, so

important to group care.

Other needs are:

Adequate storage space

Display tables

Lockers or cubbies

Screens for providing quiet rest areas

Tables and chairs

Furniture should be:

Childsize

Easy to move

Safe

Sturdy

Tables large enough for ample work space

Open shelved storage cabinets

Low shelves to enable children to select and put away toys

Shelves should be accessible to the area they serve

Cots are needed for rest and relaxation

The arrangement of toys and play equipment is one of the hardest areas to learn. Toys are grouped into learning areas or centers of interest so that children may pursue their own interest in homemaking, block building, art materials, manipulation areas, which includes puzzles, bead stringing, table toys, music area, science, reading, any other center of interest your particular children express an interest. Playing in these centers is a child's way of trying on life.

SUGGESTED LIST OF IMPROVISED PLAY EQUIPMENT

1. Tires and inner tubes from autos and tractors.
2. Steering wheel from old car
3. Large and small cardboard boxes (large ones to hide in, climb in. Small ones for storage, lockers, containers, painting, "stoves", "sinks", "refrigerators", etc.)
4. Wooden boards 8"x3/4"x8' (with 2 cleats in center and at either end, can be used for sliding, as a teeter-totter, for climbing).
5. Scraps of lumber (woodworking, block building).
6. Sand
7. Large and small cardboard drums in which cafeterias receive flour, pepper, detergent, salt and spices.
8. Barrels and kegs.
9. Wooden crates-all sizes
10. Newspaper (painting, aprons, etc.)
11. Catalogs and magazines
12. Excelsior (stuffing from large shipping boxes)
13. Cardboard tubing from paper towels and tissue.
14. Butcher paper and brown wrapping paper
15. Old shirts for aprons
16. Men's and women's clothes for dress-up
17. Fabric scraps-large and small pieces
18. Old cooking utensils (water play, sand play, and housekeeping)
19. Old dishes, plastic or metal
20. Aluminum foil pans and containers
21. Plastic bowls (nesting toys, water play, domestic play, and sand play)
22. Plastic salt shakers (rattles)
23. Foam rubber sponges (bath toys, water play, stuffing soft toys)
24. Plastic sponges (bath toys, water play)
25. Small wooden bowls (nesting toys, tom-toms, sand play)
26. Wooden spoons (banging toys)
27. Milk cartons (rattles, storage, trains, blocks)
28. Milk bottle tops (paper doll faces, game counters)
29. Cereal cartons (table blocks, drums)
30. Pieces of silk or velvet in bright colors (touching, sorting, play clothes)
31. Clothespins (manipulation play, small dolls)
32. Wrapping paper (drawing, painting, hats, masks)
33. Cooking pans (sand play, water play)
34. Flour sifters (sand play)
35. Funnels (water and sand play)
36. Muffin tins (sand play and water play)
37. Sieves (water and sand play)
38. Tea strainers (sand and water play)
39. Small dessert molds (mud and sand play)
40. Dish mops (domestic play)
41. Soap flakes, soap powder (water play, soap bubbles)
42. Paper bags (hats, masks, puppets)
43. Cookie cutters (sand, clay, dough play)

44. Buttons (sewing, stringing, pasting, making jewelry)
45. Eggbeaters (water, domestic play)
46. Food coloring (water play, dough play, finger paint, dyeing spaghetti "beads")
47. Large spaghetti (stringing necklaces, bracelets, sewing on cards)
48. Large wooden bowls (tom-tom)
49. Paper plates (pictures, merry-go-rounds, doll hats, tambourines)
50. Corks (making animals, birds, pipe cleaner dolls, tiny boats to float, party favors)
51. Starch (homemade finger paint, experiments, modeling)
52. Colored straws (stringing, Christmas ornaments, pasting)
53. Lima beans (growing experiments)
54. Paper picnic spoons (doll heads)
55. Scraps of cloth (sewing, doll clothes, bean bags)
56. Paper candy cups (doll parasols, parts of party favors, doll hats)
57. Paper doilies (holiday cards, doll skirts, fancy headdress, coloring designs, fans)
58. String, wool, carpet yarn (string games, knitting, doll and puppet hair)
59. Leather, fur and material scraps (collages)
60. Wallpaper books (collages)
61. Tile (small constructions, counting blocks, dramatic play as money, food)
62. Rug samples (dramatic play)
63. Water hose (dramatic play)
64. Tin barrel (dramatic play, drum)
65. Large tin cans (storage, waste cans, drums)
66. Shirt boxes (storage)
67. Cigar boxes (storage, spatter paint box)
68. Spools (Christmas decorations, etc.)
69. Hot water tank (swing, climbing apparatus)
70. Costume jewelry, ties, hats, purses, jewelry box, bottles, lipstick containers, old compact, scarves, artificial flowers (dramatic play)
71. Newsprint (easel painting)
72. Ice cream containers (storage containers for finger paints)
73. Cottage cheese containers (planting potatoes or carrot tops)
74. Cotton, strips of ribbon, cards, bottle tops, shells, buttons, yarn, straws, feathers, etc. (collages)

IMPROVISED PLAYGROUND EQUIPMENT

CLIMBING EQUIPMENT

Jumping and walking boards-The boards should be 4 to 8 feet long by 1 inch thick and 8 to 10 inches wide. There should be 8 to 12 planks per group. Cleats should be bolted to the bottom 6 inches from the end to keep the planks from sliding. Lay the boards flat on the ground in a row for the children to learn to walk and balance on or put them on bricks to make balancing difficult.

Saw horses-Saw horses should be 1 1/2 to 3 feet high by 18 to 36 inches wide. 4 to 6 saw horses per group are needed. Add canvas padding on the top to use as a horse. Also, add a pillow or a piece of tire tubing to make a horse.

Slides and See-Saw-They can be made out of saw horses, boards and boxes.

Spools-Obtain large spools from the telephone company (they are used to roll wire on). Paint the spool and use as tables and chairs. Children like to roll, climb, jump off, and use ladders and boards with them.

Packing cases-These are wooden cases that refrigerators come in. Sand, paint, and weatherproof and use with ladders, boards, saw horses, etc.

Large and small wooden boxes-Paint the boxes different colors. Stack or use side by side. Combine with boards and ladders. Children like to push them, climb inside and sit on top.

Steering wheel box-Mount a steering wheel and/or horn into a wooden block or box.

Cardboard boxes-Use large and small sizes. Cut doors and windows into the larger boxes. Sand, paint each box a different color. Rockets can be made out of the boxes.

Pieces of cardboard-After the cardboard boxes tear up, use the flat squares of cardboard to slide down hills. Attach rope to the corners to pull each other around on the grass.

Cardboard easel-Attach a large square of cardboard to a tree or a fence with string, rope or cord. Use clothespins to hold the paper on the cardboard. The child can hold the paint in a can in his hand.

Barrels and kegs-Sand, paint each a different color, shellac and weatherproof the barrels. For variety cut both ends out, cut out one end, or leave ends intact. The barrels or kegs can be rolled, climbed inside or through, or used as chairs.

Concrete sewer pipes-Set the pipe into concrete or set it in a slight excavation scooped out in the ground. Another variation is to build steps out of concrete blocks on each side of the pipe so the children can climb up the sides easily.

Tunnel ramp-Suggested dimensions for the tunnel are 8 feet long and 2 feet wide. The children will crawl up the board or ramp, which is 10 inches off the ground, through the tunnel (which can be oil drums or a sheet of tin bent over, mounted on metal or wooden frames) and out the other side down the ramp.

Rock n' Steps-A wooden construction that will rock on one side. The other side becomes a set of steps.

Rocking boat-A wooden, circular structure which will rock from one to three children.

Climbing bars-The bars can be made out of old pieces of galvanized iron pipe 2 to 3 inches in diameter. Each set can be painted different colors. Suggested dimensions are 48 x 36 inches. For the very young child 30 inches high and 14 inches wide is suggested. The bars should be set in concrete in the ground.

SWINGING EQUIPMENT

Tire swing-Hang an old automobile tire by a rope, $^1/2$ to 1 inch in diameter, from a tree or form cross bars. Protect the tree limb with tire casing, canvas or burlap. Paint the tire a bright color. Punch holes in the bottom to keep water from accumulating.

Log swing-Use rope to tie a log (21 inches long by 5 inches in diameter) for the swing seat. Oak, ash, or hickory wood can be used. The rung is 21 inches long by 1 1/4 inches in diameter. This log swing can be hung from a tree or bars.

Sack swing-Fill a burlap sack with sawdust. Tie the top of the sack with rope and hang from a tree limb or bars.

Swing-For variation take the regular swing down and put up a rope ladder or remove the wooden seat and add a canvas seat, which is safer.

Spring rope-From a tree branch, 8 to 10 feet from the ground, drop a rope (1 1/2 inches thick) with a heavy coil spring at the top. Tie a knot at the bottom. The bottom should be 14 inches off the ground.

Rings-Make a pair of rings out of pieces of rubber hose, tricycle or bicycle tires, tie to a tree limb or bar with a rope.

JUMPING EQUIPMENT

Springs-Cover an old pair of bed springs with canvas, pad with old quilts and put in the play yard.

Mattress-Cover an old mattress with plastic or a washable slip cover. Attach straps so it can be hung on a wall when not in use.

Rocks-Place big rocks in a circle. Paint bright colors. Children can jump, sit or walk from one to the other.

Log Sections-Obtain or cut each log a different height. Set in cement on the ground or leave each one movable.

Poles-Saw two feet long logs from telephone poles. The children can roll them over, stand erect on them, balance on them, jump off of them,etc.

SAND AND WATER EQUIPMENT

Sand box toys-A sand box 5 by 8 feet is suggested. Suggested toys are: trucks, jeeps, trains, bulldozer, tractor, egg cartons, cottage cheese cartons, milk cartons, dishes, cookie cutters, spoons, pans, strainers, cups, jello molds, nest of painted cans, plastic bottles, muffin tins, kitchen utensils, watering can, rake, shovel, small blocks, people and animal figures, sieves, pitchers, ladles, sifter, screens, sugar scoops, coffee pots, sprinklers, etc. Avoid any glass objects.

Water play toys-Use the following equipment in large tubs or buckets. Such things as: hoses, pails, corks, shallow pans, kitchen utensils, plastic bottles, squeeze bottles, cups, funnels, sponges, animals cut out of sponges, short lengths of rubber hose, measuring cups, egg beaters, tea kettle, soap, sprinkler tops, and dolls.

Water heater tub-Cut an old water heater in half, mount on pipe legs and use for a tub for water play toys.

Water pump-Fasten a water pump on a large barrel. Children like to watch the water run out of the spout.

PUNCHING, KICKING, AND THROWING EQUIPMENT

Balls-Balls of all sizes: 8 to 24 inches in diameter.

Punch and Kick ball-Take an old soccer ball, football, or basketball stuffed with excelsior, cotton seeds, or sawdust and swing from a tree limb by rope.

Beanbags-All shapes, sizes, colors. Fill with beans.

Sheet target-Dye a sheet, cut large and small holes in the sheet. Suspend from a tree limb and throw bean bags or balls at the target.

Box target - From a tree limb or bar, suspend a box (cardboard or wooden) five feet from the ground. Remove the bottom of the box and on four faces of the box cut out round holes and throw bean bags or balls through the holes.

Punching Bag - Hang a stuffed pillow or blue jeans by a rope to a tree limb at a child's level.

Sacks - Use clean burlap sacks and dye them different colors. Fill them with sawdust or excelsior and place them around the playground. Also use canvas sacks, 18 inches long by 6 inches in diameter filled with sand.

Kicking cans - Use thin can with tight fitting lids painted all different colors. Fill each can at different levels to give the kicking a different feel.

Stilts - Make walking stilts out of tin cans and rope.

Telephones - Make telephone or walky-talky sets by tying two cans together with a string or rope.

HORSES

Tree horse - Use a dead tree trunk or up-right tree for the horse. Add a ladder, old saddle, head and rope tail.

Horse - Attach an old saddle to a log, tree stump, or to a saw-houre to make a horse.

Hobby horse - To make hobby horses, use an old broom stick and make the head out of stuffed paper sacks or material stuffed with paper, excelsior or sawdust. Use ribbons, leather or plastic strips for the reins.

MISCELLANEOUS IDEAS

Tents-To make tents, use a pole with canvas, sheets, an old bedspread, blankets, or old drapes.

Jungle Gym tent-Cover the bottom half of the jungle gym with one or two sheets to make a tent or play house.

Brooms-Provide several child size brooms for the children to sweep the sidewalks, sweep leaves into a pile, clean out the play house, etc.

Suitcases-Bring old suitcases outside for dramatic play.

Strong baskets-Children like to curl up in large baskets.

Old faucets-Mount faucets on a stump or block of wood.

Tire pump-An old tire pump or short lengths of garden hose attached to a block of wood can be used as a gas station or fire engin.

Tire pump-An old tire pump or short lengths of garder hose attached to block of wood can be used as a gas station or fire engine.

Tire tubes-All sizes of inner-tubes and automobile tires can be placed around a play yard.

Rocking chair-Let children use a rocking chair outside.

Old motors-Outside is a good place for a child to examine and take apart automobile, radio, t.v., and boat motors.

Car body-Add to the play yard an old automobile (take out the glass windows), jeep or truck body. Also put a regular sized boat out in the play yard.

Workbench-A large packing case (refrigerator) or crate can be used as a workbench for woodworking outside.

CREATIVE ACTIVITIES OUTSIDE

Collage outside-Use construction paper to paste or glue sticks, leaves, rocks, grass, flowers, or anything else gathered on a nature walk.

Rocks-Let the children gather all different sizes of rocks and paint or decorate them using different colored magic markers.

Leaves-Rake leaves into a large pile for children to jump, roll or hide in. Let the children rake the leaves, learn about the different shapes, or paste them on paper.

Plant a garden-Let the children plant a garden using rakes, watering cans, trowels, shovels, and hoes. Plant radishes or bulbs that sprout quickly. The children can also dig for worms and look for rolly-pollies.

Wood-working-Wood working outside is fun. Include hammers, saws, nails, boards, sandpaper, paint, paper, varnish, bottle tops, rubber strips, wheels, soft wood, etc.

Bird houses-Build wooden bird houses or make milk carton bird houses. Feed the birds.

Bubbles-Blow clear or colored bubbles outside. Use water, soap, cups or juice cans, plastic pipes or paper straws.

Water paint-Give the children buckets, water and brushes.

Wash clothes-Let the children wash the doll clothes and hang them on the fence or clothesline.

Mud play-In the summer, draw off an area in the dirt playground and add water for mud play.

Slides-Use a piece of wax paper to make the slide slick. Let a child slide down the slide sitting on the paper.

Chairs-Take chairs outside to make a train, trailer or truck.

SCHEDULES AND ROUTINES

The program for three and four year olds must provide encouragement of, and opportinities for healthy social, emotional and physical development. It should allow adequate time and opportunity for children to express themselves freely through various media-creative materials, large and small muscle building materials, dramatic materials, manipulative toys and materials, books or other literature and sensory media.

Creative planning for this age is essential. Young children have a great thirst for knowledge, but it must be on their individual levels of understanding. In planning, first consideration must be given to the individual children who make up the group. What are their individual needs and interests? What have been their past experiences and how have they met them? Then consider the group needs and interests. In order to do effective planning, a good relationship should exist between the child and the caregiver.

The ages of the children will have a great effect upon the planning. Three year olds are still becoming acquainted with surroundings, materials and possibilities, while four year olds are improvising and exploring with materials, ideas and personal relationships. Their abilities and maturation stages are very different and plans should be made accordingly. Whenever possible, an age span of from 6-9 months within the same group would be most desirable. A few months makes quite a difference at this age. Plans should include a variety of experiences. There should be time for interpersonal relationships, sensory experiences, exploration of natural and physical surroundings, intellectual stimulation, development of large and small muscles (and many opportunities to hear and use language). Provisions should be made for periods of active play

When planning for a new group of children, or at the beginning of a year, the plans need to be simple. Time must be given the children in order for them to become acquainted with the materials. As the children become more familiar with the setting and the program, new things can be added. This is a gradual process. Occasionally, go back over previously taught concepts so the child will have another exposure to the material.

It is desirable to follow a similar routine each day. However, the schedule should be flexible. When a child discovers something of interest to him, that is the time to explore with him. Putting him off until another day will destroy rather than build a sense of awareness. Spontaneous events can provide such teachable moments!

You might say "How do I plan?" Ask yourself the following questions:

1. What do I want to teach?
2. What will I need in order to teach it?
3. Are these materials the best for this purpose?
4. How will I teach it?
5. Is this the most effective way to teach it?
6. Why do I want to teach it.
7. Am I teaching in an understanding manner?
8. Is the subject matter on the developmental level of the children?
9. What do the children already know about the subject? Are they correctly informed?

It is wise to write down the plans for the day. Contrary to popular thinking, written plans do not cause rigidity. Remember, plans and schedules must be flexible so as to provide spontaneous learning experiences for children.

A specific part of the scheduling includes planned units, in which activities are coordinated to strengthen and reinforce desired teaching concepts and ideas. They are the organized plans for accomplishing goal-directed teaching. They allow the program to be in harmony with the needs and abilities of children in early childhood.

A subject must be selected before planning can take place. The possibilities for unit themes are almost unlimited.

Once a theme is selected, an activity plan must be developed. An activity plan is a sketch of the activities planned for each day throughout the duration of the unit theme. In constructing this activity plan, many activities should be included that correlate, reinforce and support the theme and desired goals. However, all activities during the day do not need to be, nor should be, related to the theme. Too much and constant exposure to a theme results in boredom, lack of interest and frustration.

GUIDANCE AND TEACHING TECHNIQUES

You, the caregiver, are the pilot for the plane which the children in day care board and depart from each day. It is you who must map out their daily course and patiently, affectionately, and consistently lead them through safely. You steer their lives, eight to ten hours daily, through direct and indirect guidance.

Indirect guidance is provided by your room arrangements, selection and purchase of toys and equipment; interest corners; daily schedule of activities (program).

Direct guidance is given through verbal communication, attitudes, behavior, a touch on the shoulder or holding a little hand.

Guidance is not punishment! Punishment is after the fact, what we do to a child and has no place in day care. Guidance is what we do with and for a child to help him on the road toward self-control.

Some general rules for guidance are:

1. Know what is characteristic behavior for each age. A child who appears to be stubborn or contrary may be only "acting his age".
2. Keep rules simple in the beginning. Restrict only those activities that might be harmful to the child or to another or that might needlessly destroy property.
3. When limits are necessary, let the child know what they are and try to be consistent in enforcing them.
4. When possible, give reasons so that the child will learn cause and effect relationships.
5. Avoid comparisons with competition among children. A child's chances for approval should not depend on being "first" or "best or "better than someone else".

6. Give the child only as much assistance as he needs, but be ready to help before he becomes discouraged or frustrated.
7. Offer choices when possible. The child gains confidence from making decisions. However, the choices must be realistic and the decision must be one you can accept.
8. Do not offer a choice if the child has no choice. Not, "Do you want to go to bed now"?, but "Time for bed".
9. Give positive directions. Tell a child what he can do rather than what he cannot do.
10. Accept a child's feelings but provide an appropriate release for bad feelings. Try to persuade children to verbalize feelings rather than display physical aggression.
11. Avoid using threats or physical punishment.
12. When viewing a child's creative efforts, remember that the process rather than the product is important to most children.

Following are some Skilled Ways of Talking to Children:

1. You don't have to be so mad! I know you're angry, but you don't need to shout that loudly!
2. It's hard for him to wait so long for a turn; try to let him have the truck soon-in about three minutes.
3. No, Tom, Alice is not a bad girl. She is just having trouble with what's happening.
4. Some children like to draw designs with lines and curves, Lisa. Other people like to draw people and houses. Each kind of drawing is good and important.

5. No, Lisa, Sammy's drawing is not 'scribble-scrabble'. It's his way of drawing. He has his own ideas, and you have your own ideas. Each perosn's ideas are important.

6. It bothers me when you call him 'stupid'. He's not stupid. He is hammering and nailing those pieces of wood in his way, and everybody's way is special.

7. It's all right for Bert to be over there by himself; don't worry about it. Sometimes people need to be alone for a few minutes, to think or to watch and listen.

8. I would like it if you would not laugh when someone gets hurt. Tom's hand really hurts. Billy, would you go over to shelf and get the tissue box and bring it to us so Tom can have one? Sue, you and Milly ask Miss Allen to take down the First-Aid box and give you a band-aid. Then we can fix Tom's hand.

9. Yes, I know you can write your own name, Tim. But Bert doesn't have to, you know. That's up to him. Each person has his own way.

10. I know you want to be the father, George. But you know, we could have two fathers in this house! And two mothers. We might need a grandfather, too, and some uncles.

11. I know how you feel. It's hard for you right now. But I think you will be all right. You're strong, you know.

12. Don't call Billy a 'baby'. He misses his mother, and he feels unhappy. He is not a baby. He is four years old.

13. Alice, try to cry a little more softly. Your loud crying is hard for the rest of us. (To the class): It's all right for

Alice to cry; sometimes people need to cry. When she can tell me with words what's the matter, she will. Somebody bring her the box of tissues, please?

14. Don't hit him and hurt him. Tell him. Tell me. Use the words you know. I can't let you hit. I know how you feel, and it's all right to feel angry. But you may not hurt other people here. Tell him with words.
15. Yes, I heard Sally say that 'bad' word. It's not really a school word. What could she say instead? Find another way to say what you're thinking. Sally, you're big enough and smart enough so that you don't have to say those words over and over. It was all right to try them and be silly with them for a little while. But enough is enough. Let's read a story together...have you seen this book from the library?
16. Perry, please don't yell across the room to your friends. Walk over to them and speak right to them.
17. Gently, people! There's plenty of space here, and you don't need to push each other. Be careful of each other.
18. No pushing on the slide! Make a space between you and the next person. How: first Tony, then Sue, then Helen, then Henry. And who is next? Remember, there's plenty of time.
19. On this walk, I go first because I'm a grownup. Miss Allen will walk in the rear with Tom and Bert; they'll take charge back there. When we're walking, please be sure you can all see my back. No one is to run ahead. I will be in the front.
20. I'm not going to chase you, Tom. Walk yourself back here to

me. See if you can take giant steps.

21. I know you don't want to stop your work now and have juice and crackers. It's very hard to stop something and begin something else. But that's what we must do. Would you like to play with those plastic beads again tomorrow? First thing? I'll try to remember to put them out for you, and you remind me.

22. Stay at the table with us until the others are through. Would you like another cracker? No? OK. But we need you here with us. You're part of us.

23. I notice you didn't help put the trucks away, Tom, after you had played with them. The other boys had to do that for you. Next time, please help a bit with the work. They need you. OK?

24. I know you brought that doll from home, Barbara. It's a beautiful doll. But when other children see it, they want to touch it, and hold it, too. I'll help you show the doll to the other children safely. Then we'll put it away until time to go home. We'll find a special place for it.

25. Pour the water carefully so it doesn't spill over the top of the basin. You really have to watch to see how much is enough, don't you? There: that's just right.

26. Water on the floor is too slippery. Here's a mop. See if you can mop up all that water over there...I'll sponge up over here. Next time, pour carefully and stop before you get to the top. You can do it.

27. This sink is pretty small for four children. Let's fix another pan of water over on that table, and Mary and Deb can work there. First, I'll put a towel on that table, then a pan of soapy water. Now we'll need an egg beater and a couple of pitchers and cans. Anything else?

28. Yes, Sally, I know Tim wasn't singing. But you know, people don't all have to sing when we have music. Sometimes it's interesting to listen to other people singing.

29. If you would like to dance to this record, here's the space for dancing-from this wall to that table. That is the dancing place. If you don't feel like dancing, you can be over here with me. We can watch, or we can clap with the beat. That would be fine.

30. We're going to make scrambled eggs today, for snack. There are two cooking tables; mine is here, and Miss Allen will work with other hcildren over at that table. If you don't want to cook, you can work with the flannel boards over on that far table, or with the other materials on that shelf.

MEALS AND SNACKS FOR 3-4 YEAR OLDS

A day care center can provide a natural enticement to eat for a child who is a "picky eater". Nothing stimulates a poor appetite more than a relaxed atmosphere and the company of other children who are enjoying food. Habits are caught; not taught. Eating habits are highly contagious. Developing good eating habits which may last a lifetime should be a goal of any day care food service. Food habits of some children may need reshaping because, as an infant, they may have received too many sweets, too little milk and too few vegetables. However, this is the time of life when gradual changes in eating patterns may be successfully made. Mealtime should be planned in such a way that the child is encouraged to eat. However, putting too much emphasis on a clean plate or requiring that a certain amount of food be eaten is unwise, as children's appetites may not be the same each day. No food, desserts or sweets should ever be used as a reward mechanism to reinforce expected behavior. This can result in exaggerated importance being placed on certain foods. Noontime is one of the times in the day care center when children are apt to feel a little strange, to want home and mother, and the caregiver needs to be close to them. Eating habits and enjoyment of the meal can best be taught to children when the teacher sets the example by eating with them. In addition to actually sitting at the table and eating with the children, the caregiver should be relaxed, at ease and have quiet control over the situation. The routines involved in serving food and the entire dining room procedure should be worked out so that they require the minimum of adult attention in order that the caregiver's time and consideration can be given to the children.

A period of quiet activity between wash up and lunch gives the children the necessary relaxation their little bodies need before they begin their meal. In going to or leaving lunch, confusion, noise, bedlam should be avoided.

Careful thought as to the placement of children at tables makes mealtime more pleasant. A child's place at the table may be determined by the amount of help he needs. One who needs more help should be placed as close to the caregiver's reach as possible. Generally, it is a good idea to have regular places for each child at a table. However, it is nice to make new arrangements from time to time. Combinations of children who distract and disturb each other should be avoided.

It is desirable that food be served family style at the table to allow the children to become involved in the mealtime activities and develop eye-hand coordination. Older children may be permitted to serve their own plates, and the younger ones like to serve themselves bread and similar foods. Ample time should be allowed for lunch. The caregiver should realize that children eat at different speeds and require different lengths of time for meals. Caregiver and children alike enjoy mealtimes that are pleasant and happy.

The capacity of a child's stomach is small. It cannot hold much food at a time and snacks between meals are needed. Food should be offered at the same time each day at intervals of 2-2 $^1/2$ hours. Children who arrive very early and have had little or no breakfast cannot be expected to be happy, cheerful children. Therefore, breakfast should be provided. The afternoon snack should be scheduled approximately 2-3 hours following lunch. Snack foods can include milk, fruit juice, fruit or raw vegetables, a bread and butter sandwich, cereal, a plain bread product, cheese strips, plain crackers, or crackers spread with a thin layer of cottage cheese or peanut butter. Candy, cakes, carbonated drinks and other sweets are not good choices for snacks. Plenty of water should be offered between meals as thirst may often be mistaken for hunger.

Children should be encouraged to try new foods from time to time, thus making mealtime a pleasant experience and one which is educational as well. Improved eating habits can be brought about by:

1. Providing a relaxed atmosphere at and before mealtime.
2. Putting emphasis on the social aspect of the meal rather "stressing manners".
3. Using appropriate eating utensils and dishes for small children such as small blunt tined forks, and cups or small glasses which the children can handle easily.

Children at this age are particularly attracted to food in forms easy for them to manage. Therefore, foods in bite size pieces and finger foods should be offered regularly. Meat can be cut into bite size pieces, vegetables into strips and fruit can be sectioned. Food should be served as soon as children are seated at the table. They look forward to finding their places at the table but will get restless if they have to sit and wait for the food.

A LITTLE BOY

Once a little boy went to a day care center.
He was quite a little boy.
And it was quite a big center.
But when the little boy
Found that he could go to the play room
By walking right in from the door outside,
He was happy.
And the place did not seem quite so big anymore.

One morning,
When the little boy had been in the center awhile
The day care lady, Miss Allen, said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds.
Lions and tigers,
Chickens and cows, trains and boats,
And he took out his box of crayons
And began to draw

But Miss Allen said: "Wait!
It is not time to begin!"
And she waited until everyone looked ready.

"Now," said Miss Allen
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.

But Miss Allen Said, Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin,"

The little boy looked at Miss Allen's.
Then he looked at his own flower.

He liked his flower better than the teacher's.
But he did not say this.
He just turned his paper over
And made a flower like the teacher's.
It was red, with a green stem.

On another day, when the little boy ha opened
The door from the outside all by himself,
Miss Allen said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.

He could make all kinds of things with clay.
And he began to pull and pinch
His ball of clay.

But Miss Allen Said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said Miss Allen
"We are going to make a dish."
He liked to make dishes.
And he began to make some
That were all shapes and sizes.

But Miss Allen said, "Wait!
And I will show you how."
And she showed everyone how to make
One deep dish
"There," said Miss Allen
"Now you may begin."

The little boy looked at Miss Allen's dish.
Then he looked at his own.
He liked his dish better than hers.
But he did not say this.
He just rolled his clay into a big ball again,
And made a dish like Miss Allen's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
and to watch,
And to make things just like the day care lady.

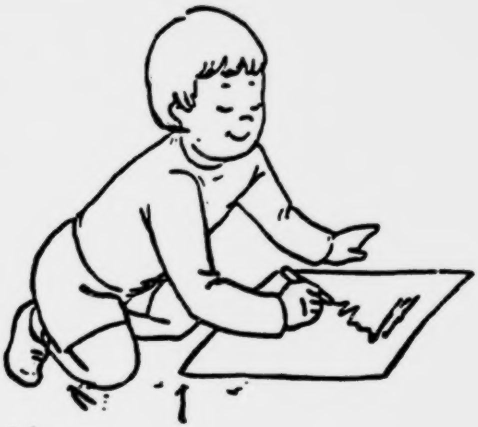
(continued)

And pretty soon
He didn't make things of his own any-
more.
Then it happened,
That the little boy and his family
Moved to another house
In another city,
And the little boy
Had to go to another day care center.

And the very first day
He was there,
The day care lady, Mrs. Smith,
said:
"Today, we are going to make a picture."
"Good!" thought the little boy,
And he waited for Mrs. Smith
To tell him what to do.
But Mrs. Smith didn't say anything.
She just walked around the room.
When she came to the little boy
She said, "Don't you want to make a
picture?"
"Yes," said the little boy
"What are we going to make?"
I don't know until you make it,"
said Mrs. Smith.
"How shall I make it?" asked the little
boy.
"Why anyway you like, " said Mrs. Smith
"And any color?" asked the little boy.
"Any color," said Mrs. Smith.

"If everyone made the same picture,
And used the same colors,
How would I know who made what,
and which was which?"
"I don't know," said the little boy,
And he began to make a red flower with
a green stem.

(Adapted from a fable by - Helen E. Buckley
PEOPLE, Cooperative Extension Service
North Dakota State University
Fargo, North Dakota 58102)



Five Year Olds

THE FIVE YEAR OLD

Every child has certain needs for growth and development. A most important need is to help the child develop a satisfying self-image. Good day care centers have caregivers who love children, who know how to give a child recognition and a sense of his individual worth. The caregivers know the importance of the child's relationship to his family and how to maintain and strengthen that relationship. They also know that part of a child's discovering himself is being able to express wishes, thoughts and feelings verbally. Language is important then to fulfilling a child's needs. Language is the basis for guiding each child through his day. Positive interactions between the adult and child reinforce a child's positive self-image.

In this fifth year of life the child is learning structure and order in daily activities. He is beginning to settle down and to help make decisions in what he does with his time. You in the child-caring profession play an important part in guiding a child toward developing skills in the process of thinking and in problem solving at his level of maturity, thus building upon and enriching his family experiences. Activities build upon skills the five year old is developing such as growth in independence, building self-confidence, learning cooperation, sharing, assuming responsibility and making of friendships.

In planning a successful program for five year old children, the caregiver should be aware of basic characteristics and needs of the child.

The following physical, intellectual, social and emotional characteristics normally describe the five year old child:

CHARACTERISTICS OF THE FIVE-YEAR-OLD CHILD

PHYSICAL

- grows rapidly
- is active but tires easily
- has a short attention span
- has better control over large muscles than small muscles
- generally has developed hand preference
- has difficulty focusing eyes sharply on an object
- is learning to control an increasing number of language forms
- is susceptible to communicable diseases and common colds

INTELLECTUAL

- is learning to listen purposefully and without interruptions
- is highly imaginative and creative
- is curious about the world in which he lives
- expands experimentation and control of communication
- learns through use of the five senses
- learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning
- learns through concrete and direct experiences rather than abstractions
- has limited powers to learn, to organize, to generalize, and to draw relationships

SOCIAL

- is ready and eager for new experiences
- seeks companionship of other children
- is an attentive observer or eager participant

- . is ready to share and work with others
- . is curious about his world as it relates to him
- . is eager to gain approval

EMOTIONAL

- . needs a sense of belonging
- . needs a feeling of security
- . has a strong emotional link with home and family
- . is growing in emotional stability
- . is developing a self-image
- . is developing inner self-control
- . is developing sex identity
- . is learning his sex role

The following table further explains the characteristics of the five year old and gives suggestions of how you as the caregiver can meet the needs of the five year old child.

CHARACTERISTICS AND NEEDS OF FIVE-YEAR-OLD CHILD

Characteristics	Needs
Physical: Muscular co-ordination underdeveloped. Large muscles develop control before the smaller muscles. Motor centers of hand and fingers immature. Eye muscles still developing; are relatively farsighted and not ready for close, prolonged work. Speech patterns and articulation still developing. Are very active, cannot sit quietly for more than a few minutes.	Large pictures, crayons, paper, paints, clay, and other manipulative materials. Plenty of space, time, equipment. Free play on jungle gym, sand box; building blocks, large balls, rhythmic and running games, hopping, marching, skipping, clapping, and balancing. Opportunities to fold, cut, paste, build blocks, pick up, squeeze, lace, tie, wind a spool, weave, tap, paint, color, model clay. Hear good speech, talk before group, sing. Listening experiences which are appropriate, profitable, enriching.

Personal Hygiene: Sleep 11 to 12 hours. Eat two good meals a day, breakfast poor. Take care of bathroom needs. May or may not be able to tie shoes, button, operate zipper. Health generally good, but subject to communicable diseases, cold, earache, and stomach ache. May pick at nose, ears.	Quick-energy snack during the kindergarten session. Drinking water easily available. Frequent change of activities and opportunities for rest after strenuous activities. Practice in buttoning, lacing, zipping, handling own wraps. Daily check on physical condition. Learn to cover coughs and sneezes, keep foreign objects and fingers away from mouth, nose, ears eyes. Adequate light, heat, ventilation, space, sanitation.
Emotional: May be shy, selfish, overly aggressive. Need affection but not demanding. Are usually docile and timid under new situations. Have either expressed or harbored fears. Developing self-concepts.	Affection appropriate to the individual child. To develop self-confidence and courage by understanding that which he fears. Love and affection with firm and patient guidance. Friendly, wholesome classroom atmosphere where pupils and teacher plan together and evaluate co-operatively. Warm human relationships. To play games without strong competiton.

	To gain "peer status through successful experiences and teacher's acceptance, approval, and appreciation. To view himself as a worthy individual.
Social: Play and work in small groups - usually two to five children. Self-centered; tend to insist on self;focus. Like to be first - bigger than, better than. Desire group approval; wish to please teacher. Becoming aware of social techniques. Take relatively poor care of possessions and property.	Opportunities to share, participate in group planning, practice courtesy, accept responsibility. Discussions of social skills and use of the skills. Recognition of individual worthiness by teacher and peers. To develop pride in the room, a "caring" attitude toward property and possessions.
Intellectual: Have little ability to deal in abstracts. Capable of solving problems. Feel free to experiment with materials. Can be in a listening group. Have relatively short attention spans. Curious, eager for information; ask questions, investigate, examine. Enjoy the appeal of the imaginative. Enjoy and value numbers. Interested in animals, growing things, the world about them.	Many sensory experiences. Varied program with time to explore and interpret in problem-solving situations. Listening experiences which are appropriate, profitable, and enriching. Experiences to develop a common background of information and understanding. Variety of meaningful experiences toward understanding science, numbers, time; situations which tend to promote generalized conceptual skills. Help in appreciating the service and function of printed symbols.

Satisfying readiness activities.

Books, records, pictures, films.

Field trips.

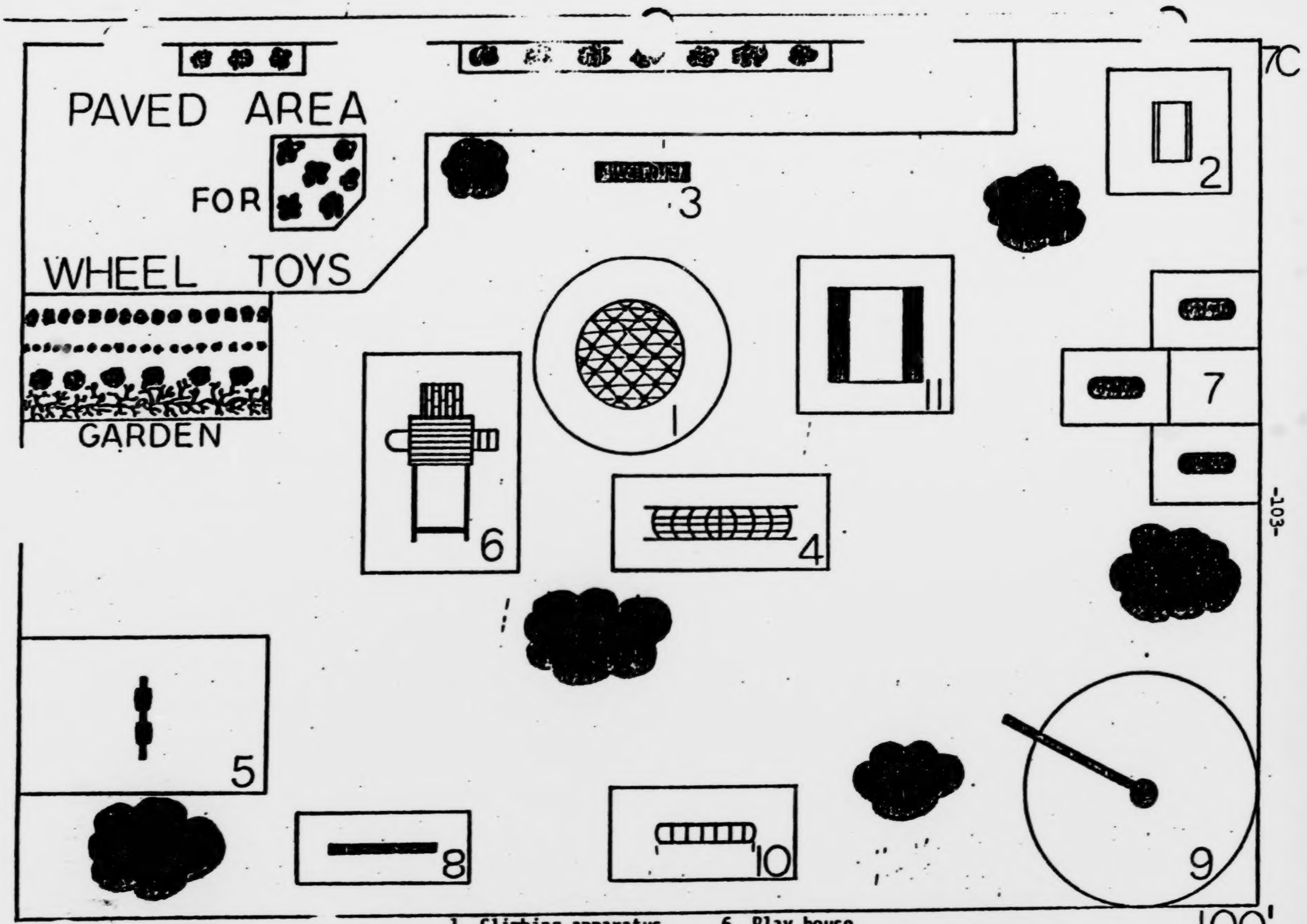
Resource people.

PHYSICAL ENVIRONMENT-OUTSIDE

Areas should be set aside for active noise, running, jumping and climbing and should include sturdy equipment such as swings, slides, riding toys and climbing apparatus. Other play areas offer slow, quiet activities wherein small muscle manipulative play is engaged such as in a digging area with dirt, sand, and mud. Tools such as small rakes, shovels, scoops made out of a clorox bottle or spoons provide much enjoyable quiet time. Plastic, cardboard, or splinter free wooden boxes are good toys for this area also. An area for water play might include plastic dishpans, juice cans, plastic dishes, sponges, detergent bottles, pots and pans and spoons. Small safe metal juice cans half filled with water and 1/2" inexpensive paint brush can offer many hours of rewarding quiet play for painting outdoor equipment, trees, steps, etc. Pails, rakes, dressup clothes, water cans, trucks, bottles, kitchen items, a garden hose are among the favorite toys children love.

A planting area for vegetable or flower seeds is a fun activity for the preschool age and much learning can proceed through this experience. Another fun activity is to wear golashes and play in mud. Read the story Mud, Mud, Mud to your children! Collecting pine cones, rocks and other natural items can provide hours of enjoyment for the preschoolers. These items can be added to the science area in the classroom.

The following is a sample outdoor play area for 3 through 5 year old children.


7C
PAVED AREA
FOR
WHEEL TOYS
GARDEN
1
2
3
4
5
6
7
8
9
10
11
100'

SAMPLE OUTDOOR PLAY AREA

1. Climbing apparatus
2. 6' picnic-work table
3. Permanent work bench
6. Play house
7. Bouncing horses or hopscotch area
8. Balance Beam
10. Early yrs. ladde

THE PHYSICAL ENVIRONMENT-INDOORS

A well planned and arranged play center for five year olds encourages a child's self selection of activities, use of materials and proper care of the room and its contents. A good room arrangement promotes the child's initiative and ability to do things on his own. It prevents many problems in behavior before they occur. For example, block building in the middle of traffic flow to the bathroom tempts a passing child to reach out and knock down Johnny's carefully balanced tower. A better planned area would not have "asked for it". The room must be uncluttered, flexible in use, and arranged to encourage freedom of movement and group interactions. An attractively decorated, well lighted room with a comfortable atmosphere encourages learning. Individual storage space for each child's belongings such as outdoor clothing and personal possessions helps the child to become organized and helps teach independence.

Is the room arranged so that children . . .

Have room for both active and quiet play?

Can be alone or with others in small groups?

Can explore things? Can have enough choices available?

Can find materials and put them away by themselves?

Can move easily from one activity to another?

When room arrangement permits independent activity, the caregiver has time to build individual relationships, to check the program for possible improvement, and to help the children.

Children come with their own abundant interest and curiosity. It is your task to encourage them to investigate, to use their natural curiosity about things in their world. Are you giving them this chance? Does merely telling a child to play nicely or sit at the table and color within the lines real[illegible] take advantage of his own energy to learn? Now is the time to encourage, not turn off, children's interest in learning. It will never be so strong again.

Furnishings should include storage units along one wall or portable lightweight units to include some storage with doors, others with low open shelves, display spaces made of soft fiberboard or cork, small durable tables and chairs appropriately sized for five year olds to promote correct sitting posture, cots or rest mats for each child. The furniture should be arranged to allow supervision of all children at all times. Storage space should be included for unfinished work and space for some construction that can be left a day or more if desired. Display areas are a must! Children enjoy seeing their art work on walls or clotheslines, for example, and this is a good way to have it out of play space while it dries. Plan storage for balls and game supplies that are used outdoors, but are brought in for use indoors.

To effectively guide children the program should be divided into interest centers that allow creative freedom and stimulate play experiences. Typical of indoor interest centers are homemaking, music, art, library, science, carpentry, block and manipulative table toys. (Please refer to p. 62) Under 3 and 4 year olds.

SCHEDULES AND ROUTINES

The planned program for the preschooler begins upon arrival at the day care center and lasts until departure. This sometimes includes boarding the center's vehicle wherein day care centers transport their children. It is very important that the same person or a familiar staff member greets the child upon arrival each day.

The schedule of the day care center is a plan of activities or a sequence of events for each day such as arrival, health check, self-selected activities, large group time, snacks, outdoor activities, unit plan of learning activity, lunch, rest, restroom, snack, small group time and departure for home. Children learn through repetition and feel secure when they have learned a pattern of activities or routine and can predict a general schedule of events.

The routine is a daily pattern of behavior such as hanging up a coat, toileting and washing hands before and after snacks and meals, putting away supplies, picking up toys and returning them to their proper place. The routine provides guidelines and helps the child know what is expected.

The five year old has learned to do most things independently and takes pride in removal and putting on of coats, tying his shoes, disposing of his own milk carton, straw and napkin, and seeing to his own toileting needs.

GUIDANCE TECHNIQUES

Proper use of language is important in guiding children toward development of a good self-image. Language is the basis for guiding a child throughout his day. Some of the ways a caregiver can help a child feel good about himself are as follows:

1) Remember to use a pleasant tone of voice and words that help the child feel confident and reassured, not afraid, ashamed or guilty.

2) When instructing children use positive suggestions or direction rather than negative statements. Avoid using "No" and "Don't" as much as possible. (Please see Skilled Ways of Talking to Children. P. 85)

3) Speak directly to the child instead of calling from across the room.

4) Often it is necessary to get down to the child's physical level, such as to sit, kneel, or stoop beside him. This can be helpful in dealing with negative behavior.

5) Give a child a choice only when you intend to allow him to follow his choice.

6) Be consistent in your direction of children. This will help him predict and learn an acceptable standard of behavior.

7) Redirect by stopping or changing a child's activity if it appears there is danger involved and as a means of avoiding injury.

8) Be honest with children.

9) Follow through with promises.

10) Give warning before changing activities, such as "When we finish this activity, it will be time to clean up for lunch."

11) Set limits. Children need to be reminded of rules of the center. Examples are: "Blocks are for building; soft voices are for inside our rooms; loud voices are for outside play".

12) Reassure a child when he shows a need for reassurance.

13) Let the child know that it is o.k. to be angry. Help him find acceptable outlets for his angry feelings, such as talking, hitting a punching bag, pounding clay.

14) Give each child some of your time and attention each day.

Remember to respect each child. Be sincere, polite and patient. Understand "why" he behaves as he does. Gain the child's cooperation by letting him know you expect this of him and your time spent together will be more meaningful and worthwhile.

TEACHING TECHNIQUES

The fifth year is a year of experiencing, of carefully planned foundation-laying for reading, writing and arithmetic and for developing those social and emotional attitudes that have been proven necessary for success in all areas of life.

READING

The fifth year is building up a child's speaking vocabulary so the printed words will have meaning. It is visiting the post office, a dairy, the zoo, "for real" or through true-to-life pictures. It is a child bringing his pet turtle to school and having the story the class writes appear "in print" on the flip chart at the front of the room. It is learning to follow directions and to look and to listen creatively to a story being read aloud and to answer questions about it.

It is listening selectively to everyday noises right in the room, to "up and down" music on the record player, to sound-alike words in poems read aloud, or even to crickly-crackling paper as a child wads it in his hand. It is detecting likes and differences in the sizes and shapes of objects or symbols. It is dumping a puzzle out on the table and then fitting the pieces into the matching spaces. It is being exposed daily to bulletin boards with pictures plainly labeled, to a child's own name beside his special job for the week, and most of all to the friendly world of books in the library corner.

WRITING

The fifth year is strengthening of big muscles and also developing the fine muscles of eyes and hands that must work together in writing and reading. It is jumping and climbing and hammering and sawing. It is finger painting boldly with perhaps the whole arm up to the elbow. It is working and pounding blobs of clay with both hands and then making it into shapes with his fingers! It is manipulating an egg beater in a bowl of suds, dialing the numbers on a play telephone with one finger, or tying one's own shoe laces.

It is standing before an easel with a one inch paint brush in his hand and creating his own squiggly lines and lopsided circles or splotches or color. It is sitting at a "child size" table and drawing and coloring trees with big chubby crayons or fat lead pencils. And at the right time, when the lines he makes are "firm", it is learning to write his own name and maybe his house number.

ARITHMETIC

The fifth year is getting the "feel" of numbers. It is building with educational blocks that are multiples of each other. It is learning about "sets" by putting the round pegs or the blue balls or the square blocks together in separate boxes. It is recognizing and responding to the different rhythms in music. It is figuring how many chairs to arrange today in the storytime circle or dividing out the cookies and maybe eating the one left over. It is playing games that give meaning to terms such as smaller and larger, under and over and equal to. It is learning by association and by concrete examples that mathematics is much more than glibly counting to a hundred.

The fifth year is experiencing in other areas besides the intellectual. Especially if a child has had no preschool experience. The five year old is learning to leave his mother a few hours each day and finding there are other adults who care about helping him grow up. He is descovering and adjusting to the fact that in a group a child can not always be first, or even second, or third to paint or to "show and tell". And he is gradually finding that he can adapt to a regular, though comfortably flexible daily schedule after all!

A GOOD EARLY CHILDHOOD EDUCATION PROGRAM SHOULD INCLUDE:

1. Pictures and stories read or told by the caregiver or aide. Includes homemake books and flannel board stories.

2. Books
    - A. To handle and look at
    - B. To be read

3. Conversation: Planned and spontaneous
    - A. Entire group
    - B. Small group
    - C. Individual basis

4. Music: Songs and rhythmic activities. Include in other areas as well
    - A. Piano
    - B. Record Player
    - C. Autoharp or other instruments
    - D. Unaccompanied
    - E. Planned or spontaneous

5. Dramatic play
    - A. Home living center: clothes, hats, kitchen, etc.
    - B. Blocks and materials for blockbuilding such as trucks and wooden figures.
    - C. Outdoor equipment
    - D. Music and games

6. Block play
    - A. Hollow
    - B. Unit
    - C. Table
    - D. Other

7. Games - non-competitive

8. Number, color, shape, and concept experiences

9. Science activities and interest displays

10. Outdoor activities
    - A. Sand play
    - B. Water play
    - C. Blocks, boards, and boxes
    - D. Wheel toys
    - E. Large muscle equipment
    - F. Table toys
    - G. Room for running

11. Trips and special events

12. Creative activities
    - A. Painting
        1. Finger
        2. Easel
        3. Blot
        4. Spatter
        5. Sponge
        6. Straw
        7. Spoon
        8. Thumb
        9. Dribble
        10. Soap
        11. Buttermilk and chalk
    - B. Crayons
    - C. Tearing
    - D. Cutting
    - E. Pasting
    - F. Murals
    - G. Clay
    - H. Play Dough

School Age Children

SCHOOL AGE CHILDREN

Children coming to the center before or after school need a place of their own in which to work, play and relax. The playroom for after-school-age children should have an informal, relaxed atmosphere and be free from the restrictions, limitations, and pressures that may be present in their school situation. Some children may need a quiet table, with a screen around it, to limit distractions as they read or complete homework. Some may be tired and tense from a long day at school and want to relax, either by stretching out on a sofa or lounging in an easy chair. It may be important for these children to find the time and place to play completely by themselves without having to relate to still more children and adults.

A playroom for older children should contain similar centers of interest and elements found in the preschool room, but with all of the materials and equipment selected to meet the level of the children. Rather than setting a schedule of activities for the school age child, each one should be free to select the activities he wishes to participate in or not select anything at all.

Arts and crafts are popular with school age children, and a wide variety of art materials should be constantly ready for them. Pot holders, baskets, or wall hangings can be woven and pictures drawn with crayons or painted can be appropriately mounted and displayed. Clay work can be glazed and fired.

New materials may be introduced for the school age child. Metal work, tin can cutting, soldering and wire sculpture, when conducted under the direction of an adult, are often successful. Plaster of Paris for carving or sandcastings is another medium popular with older children. Glass cutting, paper mache' modeling, puppet making and wood carving and macrame and needle work are also popular activities.

A library area in the room for school age children should contain a wide selection of appropriate books. Newspapers and all types of current magazines can be added to the library area. Special reference materials may be useful to children with homework or research to complete.

Table games such as Monopoly, Rocko, Rummy Royal, Othello, Scrabble, Life, Backgammon, and many others should be available. Checkers, chess, jigsaw puzzles (the multipieced cardboard type), and cards may be enjoyed by the group. Erector sets, plastic and wood models to build, engines to put together and take apart, and radios and mechanical things to construct are welcome additions to the playroom for the school age child. School age children may also need space to work together in teams and to continue their play from one day to the next. Block construction, auto-car racing tracks, or forts and farms may be developed by the child and played with over a period of time.

Dramatic play continues to be important for many older children. The materials for the housekeeping area, post office, store, library or beauty shop should reflect the level and interests of the children. Teenage dolls, inappropriate for the younger child, might be added to the housekeeping area. Cowboy and army dolls are popular with the boys.

Records and a record player, some musical instruments including an autoharp, piano, and guitar add to the play experience for older children. Science experiments and activities are also enjoyed.

They can include things from seeds or cuttings, studying leaves, etc. Tropical fish, desert terrariums, and more complex chemical projects can be attempted. School age children, themselves, with their widely differing developmental needs, will suggest to the center staff the activities they desire in the center.

A program for school age children incorporates children between the ages of 6-12 years. These ages cover two developmental stages in the lives of children: Middle Childhood (6-10 years) and Adolescence (10-19 years). Caregivers for these ages should be aware of what the child is like at these ages and what is important to the child.

Handicapped Children

HANDICAPPED CHILDREN

"I can't take Mrs. Smith's little boy into my center because he seems kind of slow and probably wouldn't be able to keep up with the other children his age".

"Danny is a lovable little boy but he has cerebral palsy and can't do a lot of things as the other children can".

"Jeanie is blind. I would like to accept her for care but I just don't feel I would be able to give the attention and help she needs".

"Joey is deaf. I am not sure he could follow directions and play with other children. He would be a loner".

Statements such as the ones above are made every day regarding the application for day care services of a child with handicapping conditions. It is generally thought that a handicapped child should be in a program that is particularly set up for handicapped children. If you do this, what the handicapped child learns is not very useful patterns; they are not encouraged to behave the way other children behave.

What can be done, we might ask! We can integrate children with special needs into our regular day care programs. We can think of them as individuals, not handicapped children, and allow them freedom to be individuals. The center should be designed to help children become independent. The usual tendency of adults in working with handicapped children is to do things for them. This creates in the child feelings of self-doubt. The program can be designed to encourage the children to help each other. For example: A sighted child may guide a blind child to the bathroom. If you're not sure a special child will fit into your program, a trial period is useful. The child can try out the center for awhile (1 month) with special attention to help him adjust. At the end of this period, you and his family should decide whether he ought to continue. If you feel another kind of program might be better for him, try to help the family locate such a program. Or, you might suggest the child try again after he's had more time to grow and deal with his problem. If a child does have to leave the program, a great deal of care should be taken in explaining to him why he's leaving. He must not feel this is a failure on his part. Similarly, handle the separation carefully with classmates by explaining that Sammy is leaving to get special help in his new school, not because he was "naughty".

Why enroll children with special needs in your center? Children with special needs are often unnecessarily segregated from other children, to the disadvantage of both. In an integrated day care program, a child with special needs becomes part of the "real world" of children and adults with different needs and abilities. Here a special child has a chance to:

1. Learn to deal with and accept his limitations
2. Gain confidence in his abilities and strengths
3. Be accepted by other kids and adults

The other children in the center will have a chance to:

1. Deal with and accept differences between people
2. Understand the problems of children with special needs

Caregivers can also benefit from knowing and helping children.

Personnel

PERSONNEL

Children are our most important resource, but it is the day care personnel who safeguard the children, plan and carry out the program, handle day to day problems and emergencies, and make the group experiences a good one or a poor one for the children. The caregiver sets the stage for the children to enjoy or deplore life. Being a good staff member is not something that can be accomplished all at once. It is something you build up through experiences with children, through developing a program and through more training experiences.

Attitudes

All staff members should have good mental and emotional health. It is essential for the adults in a center to have a positive attitude and the ability to enjoy each day. You must like being with children and they in return like you. A sense of humor and the ability to laugh are all necessary qualities in working with young children.

Physical Appearance

How each staff member presents herself daily is important. Hair should be well groomed and clothing should be neat, clean and appropriate for the job. You should be dressed so that you are comfortable and not concerned about a smear of paint that may get on your clothes. It is important too, to wear comfortable shoes.

Staff must have good physical health. One needs plenty of energy to maintain endurance as the day progresses.

Work Habits

Staff must have a clear understanding of the policies of the center and the ability to carry them out. Also, the individual duties of each staff member should be clearly defined.

Is staff reliable? It is imperative for a smooth operation that everyone reports to work on time and is absent a minimum amount of days.

Daily planning is of the utmost importance in order to provide children with a secure environment. Each caregiver should plan activities carefully and be well organized. Teaching materials should be gathered before hand and ready before an activity begins. The caregiver should be enthusiastic and creative in planning and presenting activities. She should be capable of maintaining required records on the children.

Staff members should also be flexible and willing to change. One should be able to remain calm and capable in new situations such as a change in schedule, injury, or behavior problems.

Children are learning speech and behavior. Caregivers are a model for them to follow. What you say, how you say it, and when you say it are all important.

The willingness and ability to accept direction, supervision and criticism are important qualities of a caregiver. Caregivers should also seek supervision with problems and difficulties.

Relationships

Caregivers should have the ability to respond to children in a cheerful, warm, relaxed and friendly manner. One should be able to show each child warmth and affection without favoritism and have an awareness of each child's needs. As well as gentleness, one should show consistency and firmness. Reinforce positive behavior and allow each child the freedom to make choices and solve problems. A good caregiver is alert to the children at all times and knows when to step in to prevent trouble. One also seeks to find a reason for a child's misbehavior.

Besides a consistent relationship with the children, staff members should be friendly and able to get along well and cooperatively with all other staff. Do staff members understand each other's roles and a team relationship? Everyone must cooperate with each other in regard to the children and in regard to the running of the program.

Parent Involvement

Staff members directly involved with the children should establish a good relationship with the parents or guardians of the children. Without communication between the parent and the caregiver, the person who gives the day to day care to a child cannot truly know the individual child and cannot give the proper care this child deserves. Caregivers should be able also to show with the parents the children's experiences during the day. Also, the caregiver must respect the confidentiality of the information a parent shows with the caregiver. Never divulge a parent's confidential statements about the child.

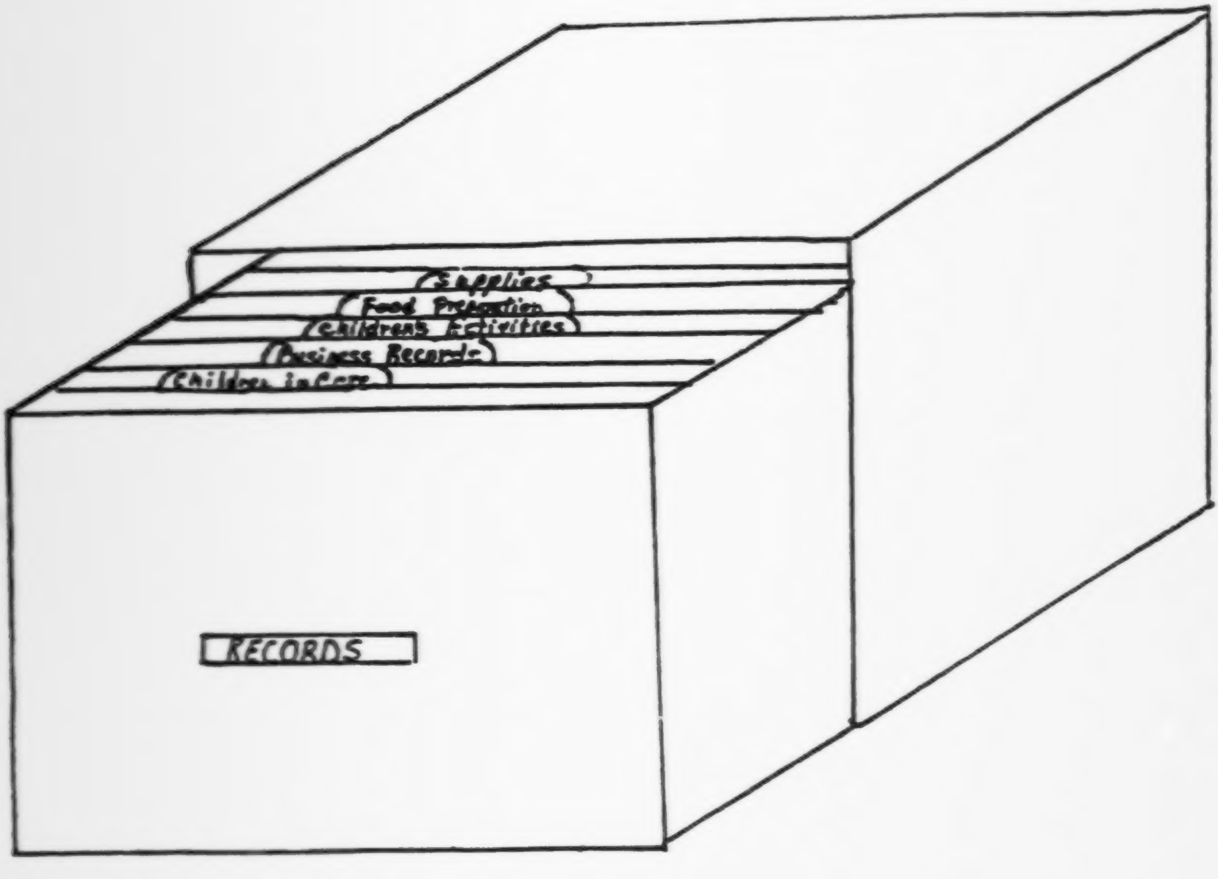
Caregivers should also be involved in parents' meetings. Attend these meetings. Show that you are concerned about the children.

Personal/Professional Growth

It is important for caregivers to increase their knowledge on a continuing basis. Operators of a center can help by holding regular staff meetings, developing ways of evaluating staff performances, and by allowing staff to attend training programs and workshops. Encourage staff to engage in self evaluations and give staff opportunity to evaluate the total program.

Plan staff meetings in advance. Use this time for in-service training with a planned program or learning experience. Staff should have opportunity to express their needs. Utilize this time for program planning also. Staff members can come with ideas and suggestions which can be shared with other caregivers.

Staff must be willing to improve their skills by attending meetings and workshops on a continuing basis.


Supplies
Food Preparation
Childrens Activities
Business Records
Children in Care
RECORDS

Record keeping for a day care business is different from any other business. The product you are selling is a service. The consumer is a family. But, the service may not be needed by a family regularly every day. However, your expenses are fixed and regular. Therefore, it is very necessary that you keep a strict accounting of income and expenses. There are other reasons, too, why a strict accounting is important. The service is to children and it is important that you know when the service is needed and why it is needed.

When it is needed may be daily, 3 days per week, 1 day per week, before or after school. Why it is needed varies.

STAFF RECORDS:

Each staff member should have a record which consists of:

1. Application for employment
2. Health statements (annually)
3. Evaluation statements

Included on these forms should be information regarding education, previous employment and training, references, job responsibilities, rate of pay, job performance, staff relationships, acceptance or non-acceptance of supervision, willingness for futher self development.

FINANCIAL RECORDS:

A master list of all children enrolled in the center should be maintained alphabetically, in a special book for the purpose of recording payment of fees.

All copies of the FADS Attendance Report Form and the Remittance Letter should be maintained in a separate file. The purpose of keeping these forms is to afford you a record of what payments have been made for each child enrolled in your center under the vendor payment program.

A parent requesting day care for a child should be personally interviewed by the center director or someone else designated by the director to do so. As you talk with the parent, it is a good idea to complete pre-admission forms on the child. This form will give you a record of your having interviewed the parent as well as provide information on the child which can be used to determine whether the child will fit into your program. (See copy of form A.) As children are admitted to the center their names are entered on a daily attendance form (see form B). Attendance should be checked daily on each child by the group caregiver. Checking daily attendance is the only accurate way for a center to have a monthly attendance record which is necessary for vendor centers to have in order to complete the monthly Attendance Report Form. At a glance from your own monthly attendance form you will be able to see the number of days a child was in attendance. Included within this section is a copy of several different forms you may want to adapt for use in your center. You will note there are infant forms included. One is a daily form and is detailed as to the daily activities of each baby. The other one is a weekly form which gives you a picture of a full week of activities at a glance.

The following is a method developed by individuals who are successfully operating a day care business. The example does not include financial records. Finances are kept in a separate record book.

The examples will tell you immediately whether or not there is an opening in the center as a whole and in which particular age group.

The columns for boys and girls are shown, by age group, for the purpose of purchasing gifts at holiday time, or other special occasions.

The center gives care to children aged two through five, and to those older children who may need before and after school care. But, no matter what the age a center serves, the method of record keeping would be unchanged. The numbers change regularly, and the form is updated monthly or more often as needed.

The facility is divided into age sections to include:

Kindergarten: Children attaining 5 by December 31

Four year olds

Older, threes (children born in January, February, March)

Three's (children born between April and December)

Two's

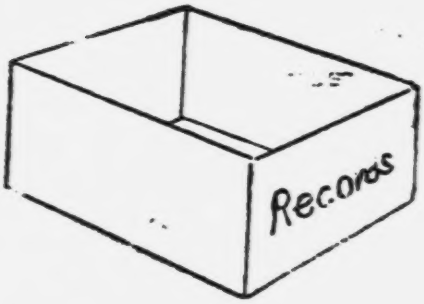
Kindergarten Section

Available Space	Total Enrolled	All Day Children	Girls	Morning Only Children	Boys	
40	22	11	9	11	13	There is space for 40 children A total of 22 children are enrolled Of the 22 children enrolled 9 are girls, 13 are boys. Of the 22 children enrolled, 11 stay all day, 11 go home at noon.
	Older 3 year olds (Children born Jan., Feb., March)					
Space 26	Total 11	all day 10	girls 8	Morning 1	boys 3	There is space for a total of 26 children. Ten children stay all day. Openings for fifteen children
	Younger 3 year olds (Children born April thru December)					
Space 26	Total 19	all day 12	girls 9	Morning 7	boys 10	There is space for a total of 26 children Twelve children stay all day. Openings for seven children.
		2 yrs. (if potty trained) to age 3				
Space 26	Total 13	all day 12	girls 10	Morning 1	boys 3	There is space for a total of 26 children Opening for thirteen children.
			Four year olds			
Space 62	Total 54	all day 39	girls 23	Morning 15	boys 31	Total space for 62.- Four teachers Size of classes may differ. 54 children come 5 mornings a week of that number. 39 stay all day. Openings for eight children
						Total enrollment: 211 Total space 180

SET UP A RECORD SYSTMM

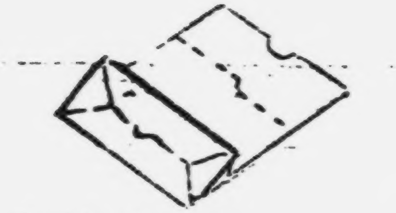
Get a container for your records

Have everything together in something you can move around. For example, if you use a cardboard box you can carry it to the kitchen table and do office work while the children are asleep. Store your records away from the children.

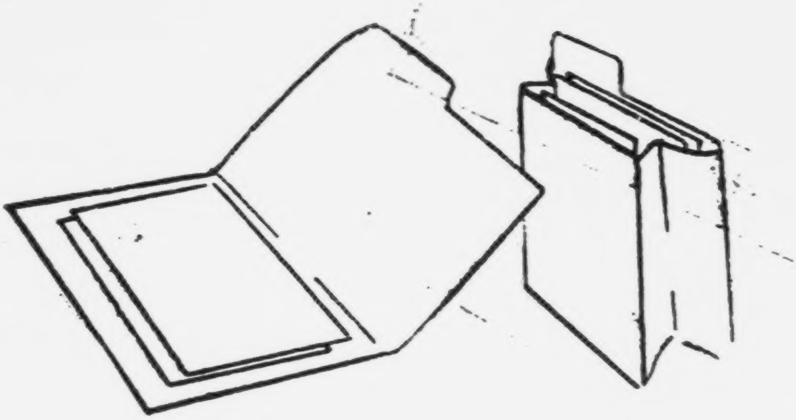


Find a plain box or cover one with contact paper. The paper cost will be less than 50¢. You can also use a dresser drawer or purchase a small file cabinet.

Purchase file folders for about 5¢ each or buy large brown envelopes for about 10¢. Or make folders from large grocery bags.



Decide what you want in your file and label each folder.



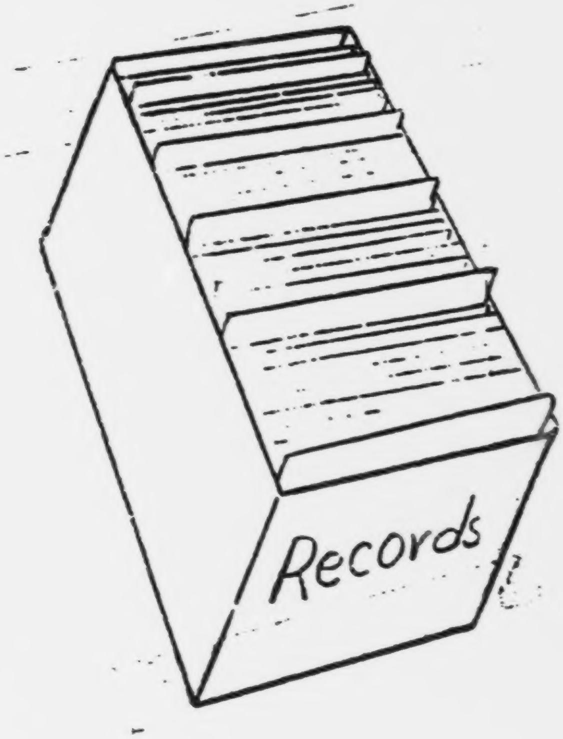
It usually works better to have one folder for each child, in which is kept:

Information sheet on child
Doctor's statement

Immunizations record
Permission to give medication
Any other information about the child

Divide your file into at least four sections

Make dividers from stiff cardboard and label in big letters. Then put your folders in the appropriate sections.



1. CHILDREN IN CARE
   - Attendance record
   - Separate folders for each child
   - Immunization summary
2. BUSINESS RECORDS
   - Payment records
   - Bills
   - Income tax information
   - Information from Office of Human Development
   - Correspondence
3. CHILDREN'S ACTIVITIES
   - Weekly plans
   - Toy ideas
   - Holiday ideas
   - Games
   - Art recipes
   - Field trips
4. FOOD PREPARATION
   - Weekly menus
   - Recipes
   - Food ideas
5. SUPPLIES
   - Blank forms
   - Extra paper

You may want another box for the resource materials you collect and for the pamphlets you are studying. You may also want a separate foods file. Frequently, operators begin with one box and add others as needed.

Form B

DAILY ATTENDANCE RECORD

NAME OF CHILD ______________________________

Year - 19_____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
Jan.																																
Feb.																																
Mar.																																
Apr.																																
May																																
June																																
July																																
Aug.																																
Sept.																																
Oct.																																
Nov.																																
Dec.																																

Date Enrolled__________________

INFANT RECORD

BABY'S NAME____________________ Date:__________

BOTTLES | BOWELS

TIME | TIME

MEALS | TIME

Breakfast____________________
Lunch____________________
Main Dish____________________
Vegetable____________________
Fruit____________________
Snack____________________
NAPS__________A.M.__________P.M.
__________A.M.__________P.M.

Comments:

INSTRUCTIONS__________

MEDICATION

NAME AMT. T

GENERAL DISPOSITION:

Time Outdoors:

Form D

WEEKLY INFANT CARE RECORD ________ TO ________ CHILD'S NAME ____________________
date date

CURRENT DATE ____________________ SPECIAL INSTRUCTIONS: ____________________

____

Feedings Time/food/amount	Naps Time from/to	Bath Time	Play Outdoors Times from/to	Bowel Movements Time/comment	Other Observations

Form E

Note: For the day care center's ongoing file

DAY CARE CENTER ENROLLMENT RECORD

Name of child	Birthdate	Parent's name	Home address	Home phone	Work phone of parents	Date of entry	Date of leaving

166

165

Note: It is wise to keep a record of all accidents in case questions arise.

ACCIDENT REPORT

CHILD'S FULL NAME ______________________________

1. What happened?

Date ______________ Time ______________

2. How was the parent notified?

Date ______________ Time ______________

3. What kind of care was provided?

4. Results of care:

5. Was a doctor consulted?

Date ______________ Time ______________

Name of doctor ______________________________

Signed ______________________ Center staff

Signed ______________________ Witness

Date ______________________

Date ______________________

FAMILY INFORMATION AND EMERGENCY FORM

Children enrolled in day care center

Full name	Nickname	Sex	Birthdate

Full name of parent (or guardian)______________________________

Address ______________________________ Home phone__________

Brothers and sisters living in child's own home

Name	Age	Name	Age

Mother: Name known by at employment:______________________________

Employer ________________________ Address____________________

Phone No. __________ Hours worked ____ to ____ Days worked: S M T W T F S (Circle)

Father: Name known by at employment: ______________________________

Employer________________________ Address____________________

Phone No. __________ Hours worked ____to____ Days worked: S M T W T F S (Circle)

Family status (checked one)

___parents living together; ___parents living separately; ___one parent deceased

If parents are living separately, may the other parent be contacted in case of emergency? __________

If yes:

Name____

Address______________________________ Home phone__________

Person to contact if parent is unavailable (in case of emergency):

Name	Relationship	Phone

Doctor's Name______________________________Phone____________

If unavailable, use ____

(Name of another doctor, hospital or clinic)

____

Address Phone

Form H

INFORMATION ON CHILDREN

Please enter the name of each child you are enrolling in the day care center in the spaces labeled A, B, and C at the right. Answer the questions for all children. Place the answer for each child in the space provided under his/her name.

Date: ______________________

Your name:

Names of children:

	A.	B.	C.
1. Does the child sleep well?			
2. How many hours per night does the child sleep?			
3. Does the child dress and undress himself?			
4. What word does the child use when he needs to go to the bathroom?			
5. What is the child's favorite play activity?			
6. What are the child's favorite foods?			
7. Are there any foods that the child should not be allowed to eat for medical reasons?			
8. Does the child have any special fears?			
9. Does the child have any problems that the center should be aware of?			

Use the back of this page for any additional information you feel would aid your children's adjustment to the day care center.

Form I

Note: New form should be used for each cycle of medication. File completed form.

DISPENSING MEDICATION

Parent's Authorization:

____

Name of day care staff authorized to give medication

Please administer the following medication to:

____

Name of child

Prescribing physician ______________________________

Prescription number ______________________________

Name of medication ______________________________

Dosage ______________________________

When to give ______________________________

Continue this medication until ______________________________
Date

MEDICINE MUST BE IN ITS CONTAINER WITH CHILD'S NAME CLEARLY WRITTEN.

____

Signature of parent or guardian Date

OR

____

Signature of child's physician Date

****

Day Care Center's Record:

Record of Medication. Use this to check dosages given and as a reference for sharing this information with the child's parent.

Amount	Time	Date	Amount	Time	Date

Returned to child's parent ______________ Or thrown away ______________
date date

Note: Parent prepares for day care center.

GENERAL AUTHORIZATION AND RELEASE FORM

In each space below write yes or no

I AGREE THAT:

1. My children may be cared for in the day care center operated by

    ____
    (name of owner) (address)

2. My children are to be provided care only between the hours of ______________ (time to arrive)

    and ______________ (time to leave), and that they will be called for promptly. ________

3. My children have my permission to use all of the play equipment and participate in all of the activities of the day care center. ________

4. My children have my permission to accompany their day care group on all scheduled field trips or neighborhood walks. ________

5. The day care operator will set reasonable rules for my children during the time they are in care and that I will discuss these with her. ________

6. The required medical and immunization records on my children will be provided to the day care center. ________

7. My children have my permission to participate in all health activities in which immunizations, vision, dental, hearing, mental, physical examinations or treatment are given as part of the day care program. ________

8. In case of emergency and parent or guardian cannot be contacted immediately, I give my permission to the day care center to secure needed emergency medical care for my children. ________

At the end of the day, or during any day, my children may be released only to persons signing this form or to the following person:

Full name	Telephone	Relationship to me

Children covered by agreement

____

____

____

____

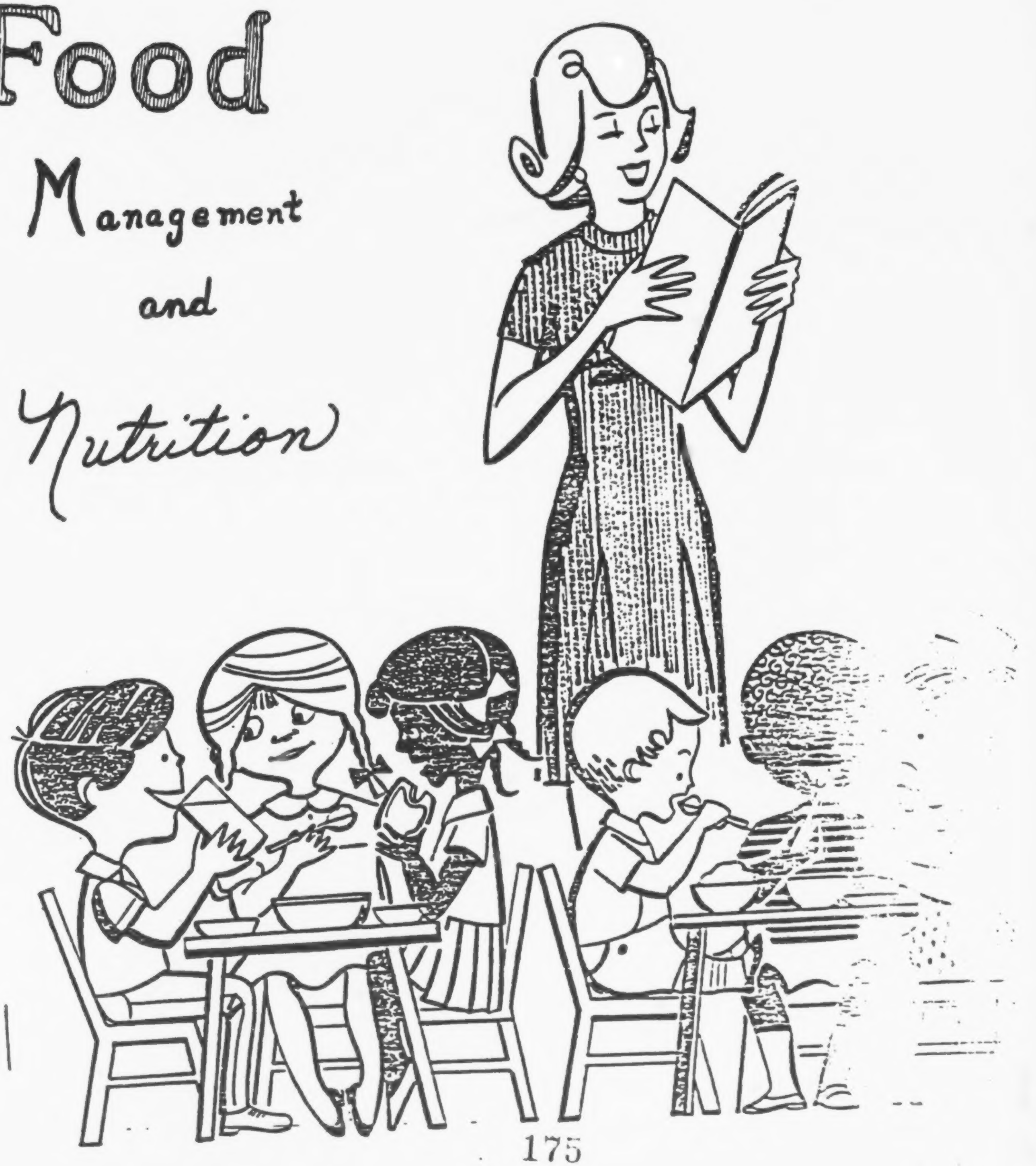
Signature of Parent of Guardian

____

Date __________________________

NOTARIZE

Food Management and Nutrition



Planning Foods For Infants In Child-Care Centers

Feeding infants (0 to 1 year) should be geared to the needs of the indivudual child and based on medical advice because the infant is so vulnerable nutritionally. Child care centers which are providing day care for infants should seek guidance on the feeding of infants from the appropriate medical authority-the children's doctors, public health clinic, public welfare, etc.

Babies' first food is usually milk (either mothers' or prepared formula). Infants in day care centers will probably be receiving a formula to suit their needs or fluid whole milk.

Other foods in addition to milk should be provided during the first year to supply nutrients that milk does not and to teach children to eat a variety of foods. It is up to the doctor or medical authority to decide when and the order in which these foods should be offered.

Cereals prepared especially for babies are often the first solid food given to infants. Strained fruits, vegetables and meats are added as they are ready for them.

By the time they are 6 months old, most babies will be eating a variety of foods along with formula or milk. Once babies have teeth, they will welcome a piece of dried bread, toast or zwieback to hold in their hand and chew on.

As soon as infants have enough teeth and can chew they should progress to mashed or chopped foods to acquaint them with different textures. Mashed vegetables and fruits may be tried first. Meat should be strained until after the first year because it is more difficult to chew and swallow.

As babies become acquainted with their environment, including their food, they will want to explore it, especially handle it and try to feed themselves. This should be encouraged as much as possible.

Food Plans For A Day

When planning food service for a child care center, the total daily food needs of children should be considered. The combination of meals and supplements (snacks) to serve will vary according to the age group, time of their arrival at the center and their length of stay. Children coming to centers early (before 8 A.M.) and having little food at home need a breakfast or snack soon after their arrival. Young children staying at the center for 4 to 6 hours should have at least one meal or a meal and one or more supplements between meals. Children spending more time at the center should be provided additional food. If the center is open until late in the day, supper may be served.

Few child-care centers will serve breakfast, lunch, supper and both mid-morning and mid-afternoon supplements. Meal combinations that best suit the needs of the children should be used.

Remember:

Young children need nutritious foods at frequent intervals. Food served frequently helps keep children from becoming over-tired and irritable. However, it is important to schedule food service to allow sufficient time between meals and supplements (snacks). For example, if breakfast is served the mid-morning supplement should be timed so as not to interfere with the children's lunch. If a late breakfast is served a mid-morning supplement may not be necessary.

Meal Patterns For Young Children In Day Care Programs

Young children master many skills during their first six years. Learning to eat a variety of foods is one of the most important ones. Those responsible for food service in child care centers should provide the opportunity for children to learn to eat and enjoy a variety of nutritious foods.

The following complies with the regulations for the Special Food Service Program for Children. This specifies meals or supplements served between meals (snacks) approved for cash reimbursement by USDA shall contain as a minimum the following food components in the amounts listed:

PATTERN	CHILDREN 1 up to 3 years	CHILDREN 3 up to 6 years
BREAKFAST		
Milk, fluid whole	1/2 cup	3/4 cup
Juice or Fruit	1/4 cup	1/2 cup
Cereal and/or Bread,[1] enriched or whole grain		
Cereal	1/4 cup	1/3 cup
Bread	1/2 slice	1/2 slice
MID-MORNING OR MID AFTERNOON SUPPLEMENT		
Milk, fluid whole, or Juice or Fruit or Vegetable	1/2 cup	1/2 cup
Bread or Cereal,[1] enriched or whole grain		
Bread	1/2 slice	1/2 slice
Cereal	1/4 cup	1/3 cup
LUNCH OR SUPPER		
Milk, fluid whole	1/2 cup	3/4 cup
Meat and/or Alternate		
One of the following or combinations to give equivalent quantities:		
to give equivalent quantities:		
Meat, poultry, fish, cooked[2]	1 ounce	1-1/2 ounces
Cheese	1 ounce	1-1/2 ounces
Egg	1	1
Cooked dry beans and peas	1/8 cup	1/4 cup
Peanut butter	1 tbsp.	2 tbsp.
Vegetable and/or Fruit[3]	1/4 cup	1/2 cup
Bread,[1] enriched or whole grain	1/2 slice	1/2 slice
Butter or Fortified Margarine	1/2 tsp.	1/2 tsp.

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[1] Or an equivalent serving of cornbread, biscuits, rolls, muffins, etc. made of enriched or whole grain meal or flour.

[2] Cooked lean meat wothout bone.

[3] Must include at least two kinds.

One, all, or any combination of breakfast, lunch, supper and supplemtnts between meals (snacks) may be served at child care centers.

individual planning is needed for children under 1 year of age.

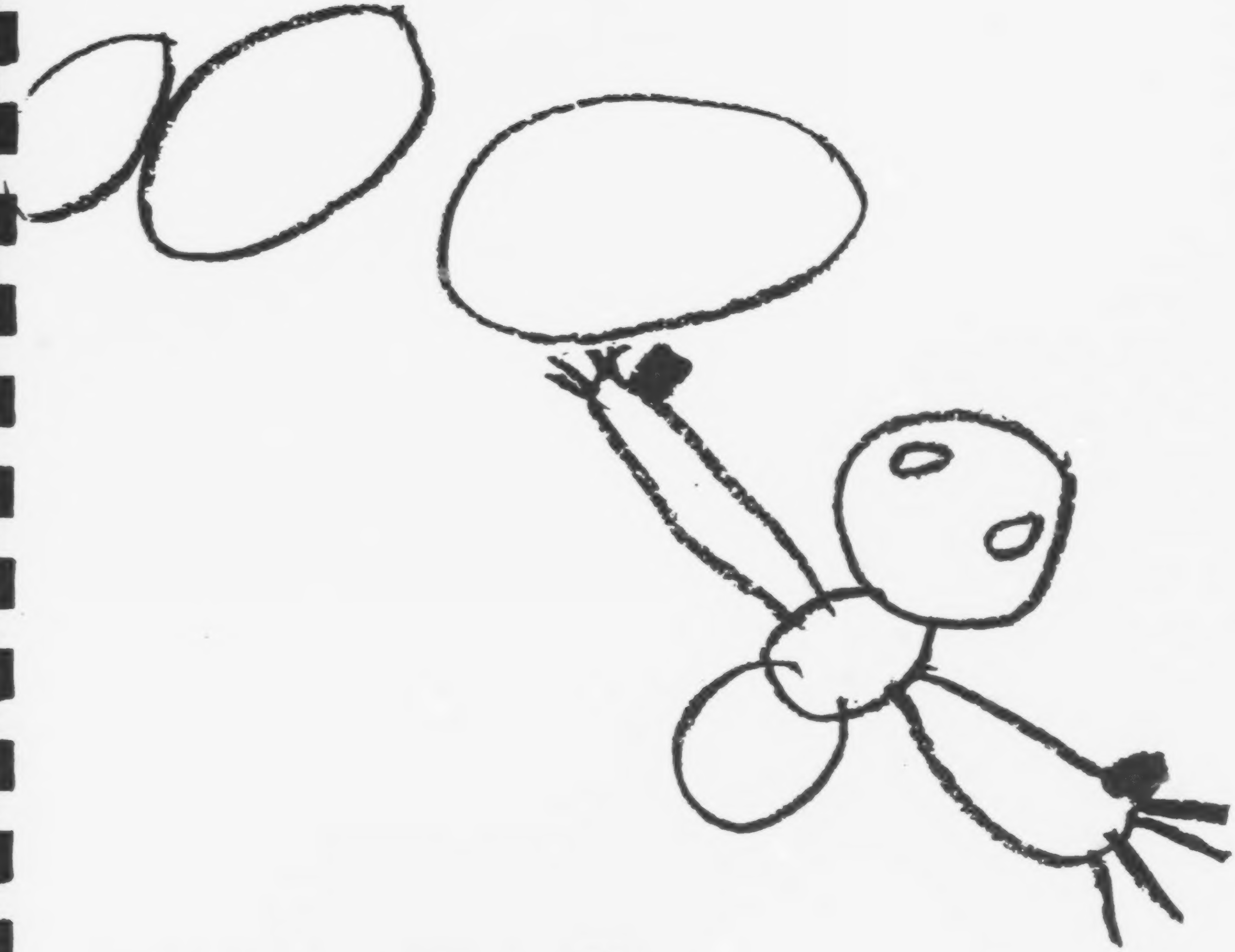
Food components specified in the meal patterns provide a framework for planning menus that contribute to nutritional well-being of young children. No one food contains all of the nutrients in amounts needed for good health. A wise selection of a variety of foods for the day that will supply these nutrients is important. These foods include:

MILK-supplies most of the calcium in meals; also riboflavin, protein, vitamin A and other nutrients. At breakfast milk may be served as a beverage, on cereal, or used in part for each purpose. At lunch and supper milk must be served as a beverage. All milk served as a beverage or on cereal should be fluid whole milk. Milk is also a good beverage to use for mid-morning or mid-afternoon supplements (snacks). If only snacks or a meal and two snacks are served at a center, it is a good idea to include milk in at least one snack. Additional milk (fluid, evaporated or nonfat dry), used in preparation of cereals, soups, puddings, baked products and other dishes improves the nutritional quality of an meal.

MEAT AND/OR ALTERNATE-these foods as a group provide protein, iron, B vitamins (thiamin, riboflavin, niacin and others) and other nutrients.

Meat or alternate must be served at lunch or supper in the amounts specified in the patterns on page 144. A serving of lean meat (beef, pork, lam, veal), poultry, fish, a serving of cheese, an egg, or a serving of cooked dry beans or peas or an equivalent quantity of peanut butter may be used to meet this requirement. A combination of any of these foods may also be served as the meat or alternate. For example,

MEATS



EGGS

peanut butter sandwich and deviled egg may be served as the meat alternate in a meal, or ground meat and cheese (meat and alternate) combined in a casserole also meet the requirement. These foods are usually served as the main dish in the lunch or supper meals.

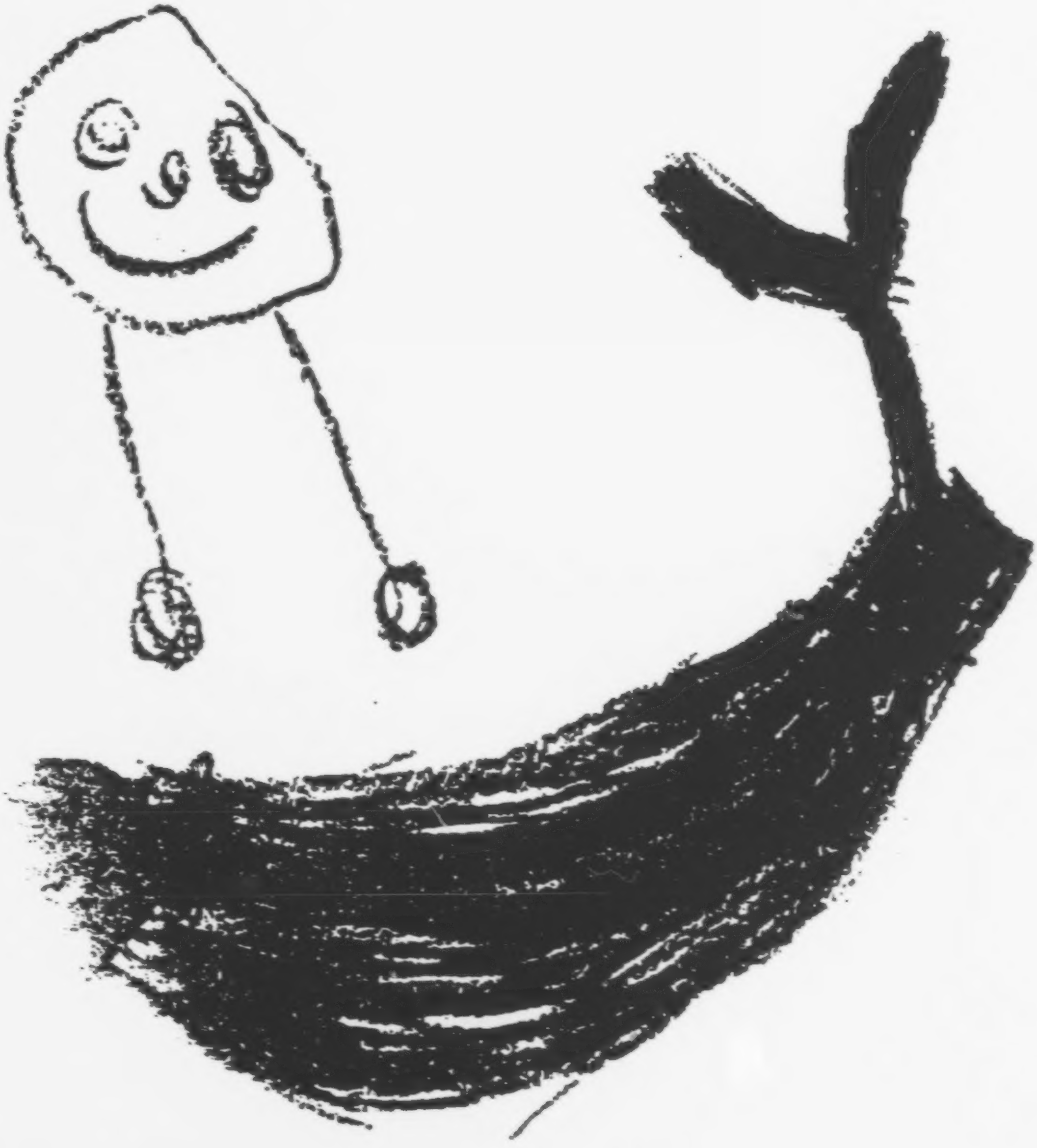
To improve the nutrition of children, meat or an alternate should be included at **breakfast** as often as possible. Eggs, cheese and peanut butter may be served as such or used in preparation of breads such as cheese biscuits or peanutbutter rolls.

Young children enjoy cheese cubes or sticks, cheese crackers, peanut butter on bread or crackers, meat cubes and other protein-rich foods at snack time. Supplements between meals provide excellent opportunities for introducing unfamiliar meats or meat alternates to young children.

VEGETABLES AND/OR FRUITS -as a group provide most of the vitamin C and a large share of vitamin A in meals. They also supply iron as well as other vitamins and minerals. At breakfast a serving of fruit or full-strength fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits or juices such as orange or grapefruit are excellent choices. Other good choices are tomato juice, strawberries, and cantaloupe (when in season). Dried fruit may also be served. Dried apricots, raisins and prunes provide variety in menus and are valuable for iron.

To meet program requirements for lunch and supper two or more vegetables and/or fruits must be served at each meal. Include vegetables and fruits which are good sources of vitamins A and C and iron in at least one meal.

VEGETABLES



Some Vegetables and Fruits

For Vitamin A.

Vitamin C and Iron

Vitamin A

Vegetables

- Asparagus
- Broccoli
- Carrots
- Chili peppers (red)
- Kale
- Mixed Vegetables
- Peas and Carrots
- Pumpkin
- Spinach
- Squash-winter
- Sweet Potatoes
- Tomatoes
- Tomato juice, paste or puree
- Turnip Greens
- Vegetable juices

Fruits

- Apricots
- Cantaloupe
- Cherries, red sour
- Peaches
- Plums, purple
- Prunes

Vitamin C

Vegetables

- Asparagus
- Broccoli
- Brussel Sprouts
- Cabbage
- Cauliflower
- Chili Peppers
- Collards
- Kale
- Okra
- Peppers, sweet
- Potatoes, white
- Spinach
- Sweet Potatoes
- Tomatoes
- Tomato juice, paste or puree
- Turnip greens
- Turnips

Fruits

- Cantaloupe
- Grapefruit
- Grapefruit juice
- Oranges
- Orange juice
- Raspberries
- Strawberries
- Tangerines

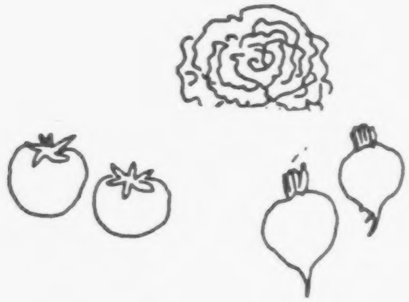
Iron

Vegetables

- Asparagus
- Beans-green,wax, lima
- Broccoli
- Brussel sprouts
- Dark green leafy vegetables-beet greens, collards, kale, spinach, turnip greens
- Peas, green
- Squash
- Sweet Potatoes
- Tomatoes (canned)
- Tomato juice, paste or puree

Fruits

- Apples(canned)
- Berries
- Dried Fruits-dates, apricots
- Figs
- Peaches
- Plums, purple
- Prunes
- Raisins
- Rhubarb



RAGGEDY
ANN
TREVIN

SALADS

Fruits and vegetables which are simply prepared and easy to eat are practical. For the mid-morning or mid-afternoon supplement, full-strength fruit or vegetable juices may be served. Use of juice drinks is discouraged for young children since such large servings are needed to meet program requirements. For example, a full cup of juice drink would be needed to meet the amount of full-strength juice specified in the pattern if the juice drink contained 50 percent full-strength juice. Most juice drinks contain less than 50 percent full strength juice. Beverages made from fruit flavored powders and syrups do not meet program requirements and should not be served. Snack time is a good time to introduce new vegetables and fruits to children. A vegetable or fruit stick or strip may be offered for tasting in addition to a snack of milk and enriched crackers.

For variety fruit or vegetable (1/2 cup) may be served in place of milk or juice for supplements between meals.

ENRICHED OR WHOLE GRAIN BREADS AND/OR CEREALS-provide some of the B vitamins, minerals (especially iron) some protein and calories.

At breakfast, a serving of enriched or whole grain bread or a serving of cornbread, biscuits, rolls or muffins made from enriched or whole grain meal or flour or a serving of enriched or whole grain cereal may be served. For example, to meet the requirement for 3 to 6 year old children, a combination of bread and cereal such as 1/4 slice of bread and about 3 level tablespoons (1/6 sup) of cooked rolled oats may be used.

At lunch and supper a serving of enriched or whole-grained bread is required. An equivalent serving of cornbread, biscuits, rolls or muffins made of enriched or whole-grain meal or flour may be substituted.

BREADS

For mid-morning and mid-afternoon supplements a serving of enriched or whole grain bread or cereal or an equivalent serving of cornbread, biscuits, rolls, muffins, crackers or cookies made of enriched or whole grain meal or flour may be served. Hot bread such as rolls, biscuits, Cornbread, muffins, or raisin bread, can add variety and appeal as well as nutrients to meals for young children. Enriched crackers and cookies may not be served as bread equivalents at breakfast, lunch and supper.

Be sure to read labels on all commercially prepared baked products and buy only those made of enriched or whole-grain meal or flour.

BUTTER AND FORTIFIED MARGARINE-provide calories and vitamin A.

A serving of butter or fortifies margarine is required for lunch and supper. This may be used as a spread or in food preparation. Butter or margarine may be used at breakfast to add appeal, but is not a requirement. Other spreads such as jelly may be used occasionally at breakfast for variety.

OTHER FOODS not a part of the meal pattern requirements may be served at all meals to help to improve acceptability, satisfy the children's appetites, and if wisely chosen to increase the nutritional quality of the meal.

Desserts served at lunch and supper help meet the children's needs for energy (calories). They may also help meet other nutritional needs; for example, cakes and other baked products made from enriched flour supply iron and B-vitamins. Ice cream and other desserts made from milk furnish calcium-along with other nutrients.

Enriched or whole-grain products such as enriched macaroni, rice, noodles, spaghetti and bulgur served at lunch or supper not only add

Jellies

SWEETS

variety to menus they also furnish minerals, vitamins and calories. These should be included in meals occasionally in small servings as they tend to dull appetites for required foods.

Bacon, jams, jellies, honey, and syrup, may be served occasionally at breakfast to add variety. They furnish mainly calories.

Planning Menus for Young Children

Creative menu planning calls for originality, imagination and a spirit of adventure.

Menus should be planned in advance-two weeks to a month ahead of the time they are to be served.

Advanced planning is important as a basis for food purchasing, cost control and scheduling food preparation.

Plan meals that are appealing, economical, and suited to the available facilities and personnel.

Appetite Appeal

Variety is the key to appetizing meals for children of all ages and adults alike.

Serve a variety of foods each day and from day to day. Also serve different forms of food prepared in different ways.

Try to include foods with different sizes and shapes. Avoid using all chopped or diced food in one meal such as cubed meat, diced potatoes, diced carrots and fruit cocktail.

Serve foods in forms young children can manage easily such as bite-size pieces. Foods they can pick up with their fingers are easy to handle. Serve "finger foods"-vegetable sticks or wedges of fresh fruit often.

Suggested Finger Foods

- Apple Wedges
- Banana Slices
- Berries
- Cabbage Wedges
- Carrot Sticks
- Caulifloweret‍s
- Celery Sticks[1]
- Cheese Cubes
- Dried Peaches
- Dried Pears
- Fresh Peach Wedges
- Fresh Pear Wedges
- Fresh Pineapple Sticks
- Grapefruit Sections (seeded)
- Green Pepper Sticks
- Meat Cubes
- Melon Cubes
- Orange Sections
- Pitted Plums
- Pitted Prunes
- Raisins
- Tangerine Sections
- Tomato Wedges
- Turnip Sticks

[1] May be stuffed with cheese or peanut butter.

Try to include foods with contrasting colors. The natural red, green and orange colors of fruits and vegetables add eye appeal.

Colorful foods should be used in combination with those of little color. Mashed potatoes, green beans, carrot sticks, and tomato wedges make an appealing color combination.

In a hot meal try to include at least one cold food, also in a cold meal try to include at least one hot food.

Use crisp firm foods in combination with soft creamy ones.

Use a combination of mild flavors with strong ones.

Strong flavored vegetables such as broccoli, cabbage, kale and the like are not popular with young children. Serve them only occasionally in small amounts.

Include food combinations most acceptable to children.

Plan special menus for national holidays, children's birthdays, and other special days at the center.

Include foods in season in the menus. Most fresh fruits and vegetables are plentiful during summer months. This is a good time to serve these foods.

Consider regional, cultural and personal food preferences of children when planning menus.

Be sure menus do not reflect personal prejudices.

Avoid

Serving the same food on consecutive days such as ground beef on Monday and sloppy joe on Tuesday.

Serving the same food on the same day of the week. Every Monday should not be "soup and sandwich day" and every Friday should not be "fish day".

Preparing two foods in the same way in the same meal.

Preparing foods in the same way each time they are served.

Food Cost

Most centers have a limit on the amount of money that can be spent for food in a given period-a month, for example. It is the responsibility of the food service manager to plan appetizing and nutritious meals that can be served for no more than this amount of money. Here are some tips on controlling food costs.

Recipes-Use recipes that have been found to yield a given amount of good quality product. A file of such recipes (standardized recipes) adjusted to provide the number of servings required in the center, is basic to cost control. The file should include the quantities of fresh and processed foods used alone-vegetables and fruits, for example-to provide the required servings. Two sources of recipes are: USDA-PA-631 "Quantity Recipes for Type A School Lunches"; OEO "Project

Head Start-Food Buying Guide and Recipes".

Cost comparisons - Figure how much it costs to serve the foods in the file of recipes. Estimates based on cost of the main ingredients, not counting cost of seasonings, are accurate enough for planning purposes. Refigure cost of recipes only when there is a big change in the price of a major ingredient. Cost of foods in different recipes can then be compared. For example the cost of spaghetti and meat balls can be compared with the cost of turkey and dressing and a half orange with a glass of orange juice. Also, the cost of the total menu can be estimated. If this cost is too high for the food budget, some of the foods in the menu can be replaced by less expensive ones.

Finding Bargains - If your center participates in Special Food Services Program, make maximum use of USDA-donated foods. Find out from the State Distributing Agency the kinds and amounts of foods available and when they are distributed. Once supplies are received include these foods daily or weekly in menu (depending on quantities) to keep food cost down. Use foods which are in plentiful supply on the local market to help keep food cost low. Check food prices frequently with local vendors to determine food cost. Plan to use those foods on the menu which are a "bargain" locally.

Facilities:

Plan meals that can be prepared and served with the facilities and equipment available.

Consider oven, surface cooking, refrigeration and freezer space.

Consider the numbers and kinds of serving tools and dishes available to serve each menu.

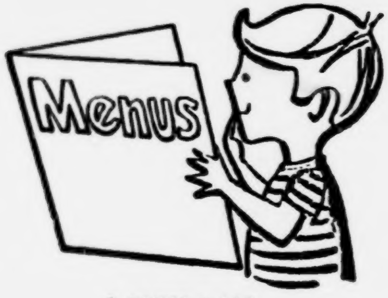
SUGGESTED MENUS FOR YOUNG CHILDREN

Menus
For
ToTs

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 6)

PATTERN	FIRST DAY	2ND DAY	3RD DAY	4TH DAY	5TH DAY
BREAKFAST Juice or Fruit Cereal or Bread Milk Other food	Orange Juice—½ cup Toast—½ slice Baked Scrambled Egg—2 Tbsp. Grape Jelly Milk—¾ cup	Sliced Banana—½ cup Cornflakes—⅓ cup Milk—¾ cup	Apricot Halves—½ cup Buttered Toast—½ slice Cocoa*—¾ cup	Fruit Cup—½ cup Hard Cooked Egg Half Toast—½ slice Milk—¾ cup	Grapefruit Sections—½ cup Rolled Oats—⅓ cup Milk—¾ cup
A.M. SUPPLEMENT Milk or Juice Bread or Cereal	Milk—½ cup Cinnamon Toast—½ slice	Tomato Juice—½ cup Cheese Toast—½ slice	Milk—½ cup Rice Krispies—⅓ cup	Pineapple Juice—½ cup Toasted Raisin Bread**—½ slice	Grape Juice—½ cup Cinnamon Toast—½ slice
LUNCH OR SUPPER Meat or Alternate Vegetables and/or Fruits Bread Butter/Margarine Milk Other foods	Meatloaf—1½ ounces Green Beans—¼ cup Pineapple Cubes—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Baked Chicken—(1½ ounces meat) Mashed Potatoes—¼ cup Peas—¼ cup Carrot Stick Roll**—small Butter—½ tsp. Milk—¾ cup	Chicken-Vegetable Soup—½ cup (1 ounce meat) Peanut Butter and Jelly Sandwich (1 Tbsp. peanut butter) Green Pepper Stick Canned Peaches—¼ cup Milk—¾ cup	Beef Patty—1½ oz. Carrots—⅛ cup Apple Wedge—⅛ cup Whole Wheat Bread—½ slice Butter—½ tsp. Milk—¾ cup Chocolate Pudding—2 Tbsp.	Fish Sticks—(1½ ounces) Spinach—¼ cup Canned Pears—¼ cup Corn Bread—1 square Butter—½ tsp. Milk—¾ cup
P.M. SUPPLEMENT Milk or Juice Bread or Cereal	Mixed Fruit Juice—½ cup Peanut Butter Sandwich—¼	Milk—½ cup Oatmeal Cookie**—1	Apple Juice—½ cup Cheese Toast—½ slice	Milk—½ cup Peanut Butter Cookie**—1 Turnip Stick	Milk—½ cup Rolled Wheat Cookie**—1 Cauliflowerets

*Made with fluid whole milk
**Made with *enriched* flour



SUGGESTED MENUS FOR YOUNG CHILDREN

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 6)

PATTERN	6TH DAY	7TH DAY	8TH DAY	9TH DAY	10TH DAY
BREAKFAST Juice or Fruit Cereal or Bread Milk Other food	Apple Juice—½ cup Cheese Toast—½ slice Milk—¾ cup	Orange Juice—½ cup Sweet Roll** Sausage Link Milk—¾ cup	Sliced Peaches—½ cup Buttered Grits—⅓ cup Milk—¾ cup	Applesauce—½ cup Scrambled Egg—2 Tbsp. Buttered Toast—½ slice Cocoa*—¾ cup	Tomato Juice—½ cup Farina—⅓ cup Milk—¾ cup
A.M. SUPPLEMENT Milk or Juice Bread or Cereal	Pineapple Juice—½ cup Carrot Sticks—2 Soda Crackers**—2	Banana—½ cup Dry Cereal—⅓ cup Milk—¼ cup	Cranberry Juice—½ cup Buttered Toast—½ slice	Orange Juice—½ cup Muffin**—½ Raisins	Milk—½ cup Soda Crackers**—2 Peanut Butter Honey
LUNCH OR SUPPER Meat or Alternate Vegetables and/or Fruits Bread Butter/Margarine Milk Other foods	Swiss Steak Cubes—1½ ounces meat Mixed Vegetables—¼ cup Orange Sections—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup Rice—2 Tbsp.	Macaroni, Cheese and Ham Casserole—½ cup (1½ oz. meat and cheese) Cabbage—¼ cup Fruit Cup—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Baked Liver—1½ ounces Green Beans—¼ cup Tomato Wedge—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Spaghetti and Meat Sauce—½ cup (1½ ounces meat) Peas—¼ cup Green Salad—¼ cup French Bread—½ slice Butter—½ tsp. Milk—¾ cup Brownie	Salmon Loaf—1½ oz. Creamed Potatoes—¼ cup Broccoli—¼ cup Roll**—small Butter—½ tsp. Milk—¾ cup
P.M. SUPPLEMENT Milk or Juice Bread or Cereal	Milk—½ cup Raisin Bread**—½ slice	Tomato Juice—½ cup Whole Wheat Muffin—½	Milk—½ cup Vanilla Cookie**—1 Red Gelatin Cubes	Milk—½ cup Cinnamon Toast—½ slice	Fruit Cup—½ cup Cornmeal Cookie**—1

*Made with fluid whole milk
**Made with *enriched* flour

Personnel

Plan meals that can be prepared by the employees in the time allowed.

Consider the amount of hand preparation required for each menu.

Schedule employee's time so that their particular skills can be used to best advantage.

Balance work load from day to day and week to week.

Food Preparation

Serving acceptable nutritious foods depends not only on good planning, selection and storage of food but also on how it is prepared and cooked.

The key to good food preparation is carefully followed tested recipes. Use tested recipes for food preparation whenever possible.

To conserve nutritive value, trim fresh fruits and vegetables carefully. Remove damaged leaves, bruised spots, skins and inedible parts. Nutrients are lost when tissues are bruised. To avoid bruising use a sharp blade when trimming, cutting or shredding.

Cook vegetables only until tender and in just enough water to prevent scorching.

Cooking root and tuber vegetables in their skins help retain their nutritive value.

To get the full nutritive value from canned fruits and vegetables serve any liquid in can or make use of the liquid some other way such as gravy, soup, gelatin desserts and the like.

Cook meat, fish and poultry according to the cut or type purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.

Use of drippings from roasting meat and poultry for gravies, and meat stock or broth from stewing in soups, escalloped or creamed dishes, will save some of the nutrients which otherwise would be lost during cooking.

Avoid cooking cereal in excessive quantities of water, draining off the cooking water and rinsing. This wastes valuable nutrients.

Tips On Food Purchasing

Getting the most for the food dollar takes careful planning as well as experience. Careful use of food buying power will not only help control food cost but also reduce waste and help up-grade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices.

The quantities to buy will depend on the number of children attending the center, menus and recipes to be used, the amount and kind of storage space available, inventory on hand, the perishability of the food and the length of time the order is to cover.

Where to Buy

Check the food companies (vendors) or stores in the area. Which offers foods that are used frequently? Which offers the service required-prompt and frequent delivery, credit, discounts, if any. Which offers quality food at a reasonable price?

Buy from the suppliers that will provide the best quality food at the most reasonable price.

Follow a strict code of business ethics when purchasing foods from the center. Know what the food suppliers expect and let them know what is expected from them.

What to Buy

Decide the best quality to buy for the use intended. Whenever possible buy foods that are graded. Let the planned use of the food determine the form and quality to buy. Consider: style, type, size, count, container, packing medium, etc. Read labels. Know what the product is and inspect it before and after purchase.

Buy U. S. Government inspected meats and poultry. Government inspection is assurance that meat and poultry were produced from animals or fowl which were free from disease at the time of slaughter and were prepared under strict sanitary conditions.

Purchase only pasteurized, Grade A milk and milk products.

Purchase federally inspected seafoods whenever possible. It is assurance of top quality products.

Purchase bread and pastry that is seal wrapped or kept in paper-lined containers with covers.

Purchase frozen foods that have been hard frozen. Do not accept frozen foods that are or have been thawed or partially thawed.

Purchase perishable foods that have been kept under refrigeration.

Select the foods that best suit the needs. Develop standards for all food purchases. These standards describe the food to buy and will assure the best quality foods for the use intended at a reasonable price.

State clearly standards for the food item ordered. Once the order is received check to see that the food is what was ordered. Let the vendor know the standards for food purchases.

How Much To Buy

Calculate the quantities of food needed to serve the children and adults eating at the center.

Consider number of servings per pound and/or per can for each item to be purchased. Select the most suitable.

When To Buy

Decide when to buy each type of food. Purchase bread and milk daily. Perishable foods such as meat, fish, poultry, fresh and frozen produce should be purchased for daily delivery or if storage space is sufficient two deliveries a week may be qdequate. Canned foods and staple groceries may be purchased monthly or twice monthly depending on storage space.

Remember storage facilities when food purchases are made. Buy only quantities that can be stored properly, and for which you have proper storage facilities available.

Keep Records Of Food Purchases

Record date the food was ordered, date the food was received, condition of food on arrival and when and how much was used. Be sure to record the price paid. These records can be a help in planning for future purchases as well as menus.

REMEMBER THE FOOD SERVED IS ONLY AS GOOD AS THE QUALITY OF THE RAW MATERIAL (FOODS) PURCHASED.

Sanitation

Sanitation is one of the most important aspects of good food service. One error or one case of carelessness can cause the spread of a disease with drastic consequences.

Just as it is important to feed children nutritious, body-building meals, it is equally important that the meals be free from harmful substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Sanitation is a factor to consider in food selection, storage, preparation, and service.

Sanitation Means Many Things:

Clean Utensils and Equipment

Clean and Safe Food

Correct Storage and Cooking Temperatures

Clean and Healthy Workers

Good Food Handling Practices

SPRAY AWAY
DISIN FECT IT

Make The Food Service Operation Entirely Safe

Be sure that all food service workers meet the health standards set up by local and State health authorities.

Be sure persons with infected cuts or sores, colds and other diseases do not prepare or serve food.

Be sure hands are washed thoroughly with soap and water before handling foods or utensils and after each visit to the rest room.

Wash hands and utensils thoroughly after handling raw eggs, fish, meats and poultry.

Be sure all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or that come in contact with the mouth.

Avoid use of cracked or chipped utensils and dishes.

Use only dish washing equipment that meets local health agency regulations.

Request at least annual inspections by local health and fire departments.

Purchase foods such as pasteurized milk, inspected stamped meat and government -approved shellfish to help insure food safety.

Examine food when it is delivered to make sure it is not spoiled, dirty, or contains insects.

Protects foods such as flours, cereals, cornmeal, sugar, dry beans and peas from rodents and insects by storage in tightly covered containers.

Use food supplies on a "first in first out basis". Store foods so that older supplies will be used first. This helps to prevent food spoilage.

Be sure all fruits and vegetables to be served raw are thoroughly washed, such as lettuce, celery, carrots, apples and peaches.

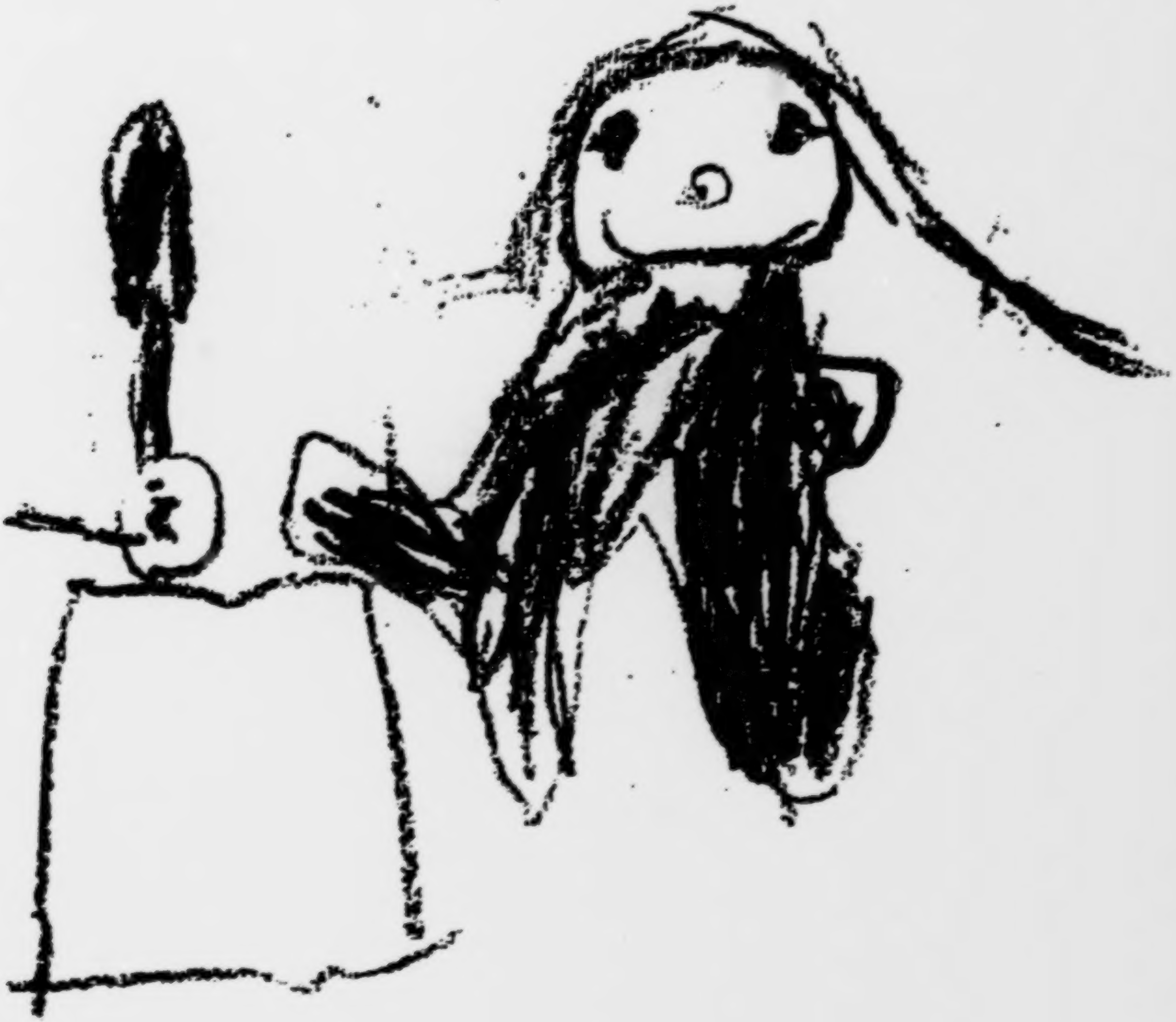
Be sure foods are cooked properly following standardized procedures and recipe directions.

Be sure that cold foods are cold (40°F or below) and hot foods are kept hot (cooked and held at 140°F or above).

Don't overload containers for heating and cooling. Use shallow pans so that food will either heat or cool quickly.

Throw out portions of foods served but not eaten.

Keep all appliances and equipment in good working order.



Mealtime Should Be a Happy Time

Feeding young children can be fun if you know:

What to expect in children

What foods they should have

How to bring children and foods together happily

Pleasant eating experiences are as important as nutritious foods. They provide pleasant associations with food and eating. Food habits and attitudes formed during the pre-school years remain with most individuals throughout life.

1. No two children are exactly alike. Try to understand each child's personality and his reaction to foods.
2. Each child needs to do for himself what he is able to do. First efforts may be awkward but should be encouraged because these are a step toward growth.
3. Children may be in no hurry to eat once the first edge is taken off their hunger. They do not have adults' sense of time. Urging them to hurry may spoil their pleasure in eating. When possible help the younger child and explain to the older child.
4. Most 1 year old children can handle bite-size pieces of food with their fingers. Later they can handle a spoon by themselves. Growing slower they may be less hungry. They may be choosy and refuse certain foods. Don't worry or force them to eat. Keep on offering different foods.
5. Sometimes children 3 to 6 years go on food "Jags". They may want two or three servings of one food at one meal. Given time

they will settle down and eat a normal meal. The overall patterm from week to week and month to month is more important.

Introducing New Foods

Introduce only one new food at a time.

Offer a very small amount at first, at the beginning of the meal so that children may become used to new flavors and textures.

Allow plenty of time for children to look at and examine the food.

Don't try to introduce a new food when children do not feel well or are cross and irritable.

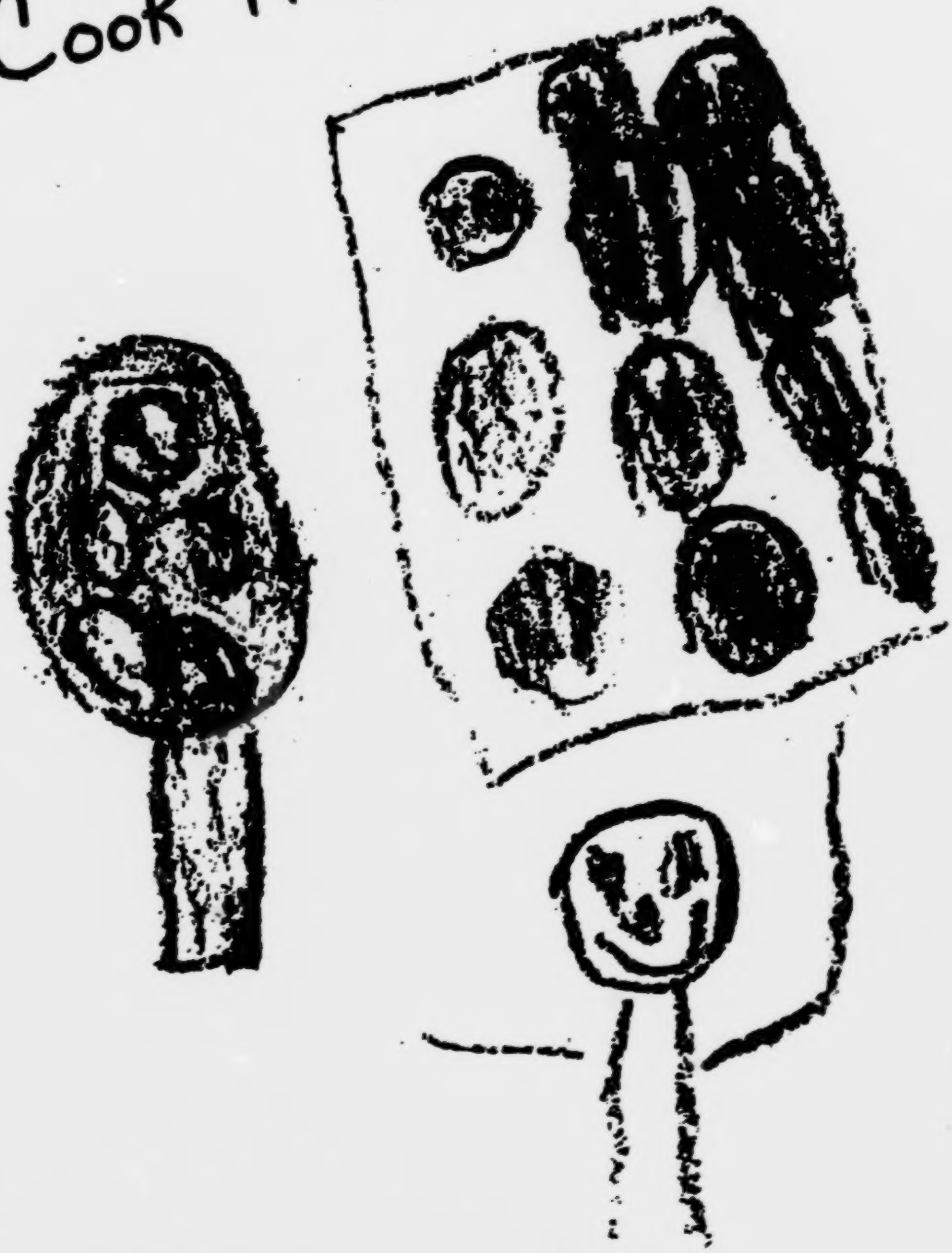
Those new foods which are accepted should be given again soon so that they can become familiar.

If the new food is offered and children turn it down, don't make a fuss. Offer the food again a few days later.

Encourage Favorable Attitudes Toward Food and Good Eating Habits:

1. Occasionally serve foods family style. An adult should eat at the table with the children when possible.
2. Set a good example as young children sense adult attitudes toward food.
3. Create an atmosphere at the table of acceptance and respect for each child as an individual so that the meal will be both nutritionally and emotionally satisfying.
4. Serve meals so the plates are interesting and attractive from the standpoint of color, texture, flavor and temperature as well as nutritious.

Bake it! Stir it!
Cook it! Mix it!



5. Use new foods frequently but introduce them one at a time with familiar foods and have only "taste-size" portions until the children accept the food.
6. Temperature extremes are unpleasant to most children. Usually a child does not object to his food being lukewarm. Beverages are often more pleasing to a child when served at room temperature rather than ice cold.
7. Provide a quiet time just before meals so that the atmosphere can be friendly and relaxed at meal time.
8. Avoid delays in food service so the children will not have to sit and wait.
9. Permit children to make some choices and recognize when their food needs have been satisfied.
10. Serve children small servings and allow second servings if desired.
11. De-emphasize the clean plate idea. A child may rebel if forced to eat unwanted food.
12. Time the meals to satisfy the children's need for food.
13. Deny a child's attempt to use foods for gaining attention either by eating or by special demands to satisfy his whims.
14. Have a physical setting-tables, chairs, dishes, glasses, silverware and serving utensils-suited to young children.
15. Have a bright, attractive well-ventilated and comfortable room for serving meals.

CHANGE OF PACE MENUS
FOR
SMALL DAY CARE CENTERS

DAY 1

Slim Jim Burgers*
Children's Potato Salad*
Cucumber Sticks
Orange Sections and Sliced Bananas
Milk

DAY 2

Cheese Pudding*
Pork n' Beans
Green Pepper Rings and Carrot Strips
Buttered Biscuits
Baked Apples with Raisins
Milk

DAY 3

Baked Ham and Eggs*
Buttered Baby Lima Beans
Raw Cauliflower
Bread and Butter Sandwiches
Vanilla Pudding with Fruit "Surprise"
Milk

DAY 4

French Fried Liver Strips*
Scalloped Corn*
Cold Sliced Beets
Buttered Toast Squares
Peanut Butter Cookies
Milk

* Recipes or directions included

SLIM JIM BURGERS

INGREDIENTS	AMOUNTS FOR: 8	16 Sandwiches (See note)
Ground Beef	1#	2#
Eggs, beaten	1	2
Dry bread crumbs	1/2 pup	1 cup
Milk	1/3 cup	2/3 cup
Salt	3/4 tsp.	1-1/2 tsp.
Pepper	1/4 tsp.	1/2 tsp.
Onion, minced	1/3 cup	2/3 cup
Worcestershire sauce	1/2 tsp.	1 tsp.
Cheese, cut into strips -- 3-1/2 x 1/4 x 1/4	8	16
Frankfurter buns	8	16

Heat oven to 400° (mod. hot). Combine all ingredients except cheese and buns. Divide meat into equal portions (8 or 16); mold each portion around a cheese stick. Place on lightly greased baking pan with sides. Bake about 20 minutes. Serve in warm split frankfurtersbuns. Top with catsup.

NOTE: Serve 1/2 Slim Jim to small children, allow a whole one for large eaters.

CHILDRENS POTATO SALAD

Children will enjoy potato salad, if it is simply prepared. Try making potato salad using only the following ingredients: cooked diced potatoes, chopped eggs, pickle relish, mayonnaise, small amount of minced onion, and salt.

CHEESE PUDDING

INGREDIENTS	AMOUNTS FOR: 8-10	16-20 Children
Bread or toast	6 sl.	12 sl.
Butter or margarine, soften	1/4 cup	1/2 cup
American cheese, diced	2-1/w cups	5 cups
Eggs, slightly beaten	3	6
Salt	1 tsp.	2 tsp.
Evaporated milk	1 tall can	2 tall cans
Water	3/4 cup	1-1/2 cups

Butter bread; quarter each slice. Alternate layers of bread, cheese in baking dish. End with a top layer of cheese. Combine eggs, evaporated milk, water and salt. Pour over mixture. Bake in slow oven (350°) 30 to 45 minutes, or until a silver knife inserted comes out clean.

BAKED HAM AND EGGS

INGREDIENTS	AMOUNTS FOR: 6	12 Children
Eggs, hard cooked	4	8
Canned cream soup, 10-1/2/ oz.	1 can	2 cans
Ham, finely chopped or grated canned luncheon meat	1 cup	2 cups
Bread crumbs	1/4 cup	1/2 cup
Butter or margarine, melted	1-1/2 TBsp.	3 Tbsp.

Arrange a layer of sliced egg in bottom of a greased baking dish; then a layer of chopped ham, then another layer of sliced eggs until completed. Pour cream soup over mixture. Mix bread crumbs with melted butter and sprinkle over the top. Brown in a 350° oven for 25 to 35 minutes, depending on depth of baking dish.

Hard Cooked Eggs. Place eggs in saucepan and cover with cold water (at least 1 inch above eggs); rapidly bring to boil. Turn off heat. Cover pan. Let stand off heat for 23 to 25 minutes. Cool in cold water for easier shelling and to help prevent dark rings around yolks.

FRENCH FRIED LIVER

Trim skin and membrane from baby beef liver. Cut into strips, 4 x 3/4". Dip in flour, then beaten egg, roll in bread crumbs.
Frey in deep hot fat, until browned. Do not overcook
One pound of liver will serve about 7 to 8 children.

SCALLOPED CORN

INGREDIENTS	AMOUNTS FOR: 8	16 Children
Corn, cream-style, No. 2 can	1	2
Milk	1/2 cup	1 cup
Bread crumbs	1 cup	2 cups
Onion, chopped	1/4 cup	1/2 cup
Salt and pepper, to taste		
Butter or margarine	2 Tbsp.	1/4 cup

Combine corn and milk. Add crumbs, onion and seasoning.
Pour into a greased baking dish; dot with butter. Bake in moderate oven (350°)

Discipline

or

Lets' Guide Children Into Acceptable Behavior

Discipline

(Let's Guide Children Into Acceptable Behavior)

Punishment

Punishment in its traditional form (rough, severe treatment) has no place in the life of a young child. Punishment is revenge. The child has done something the adult considers "wrong". Therefore, the adult hurts the child, either physically or mentally.

The child who is controlled by fear of punishment will not learn to think for himself and will grow up to hate authority. The only really effective discipline is self-discipline, and this is the time to start laying the foundation for self-control. The young child can make only the simplest decisions for himself. We must protect him from doing unwise things, not punish him because he does them.

It may seem kinder to control a child by means of rewards, but this also is not psychologically sound. The child who conforms to adult demands only because of resulting rewards is not learning to face reality.

When pleasant or unpleasant experiences arise as a direct result of a child's own actions they have meaning to him. When penalties having no relation to the act are imposed by an adult they have no meaning and usually arouse anger and resentment. A child may pull a toy away from his playmate, hit him and hurt him. If the playmate then leaves and goes home taking his toy with him, leaving the child alone and lonely, then some learning takes place. If the adult slaps, scolds or otherwise punishes the child, the real facts involved are lost. Children often learn to lie to avoid punishment. If a child is forced to say he is "sorry" this does not make him feel sorry, it only makes him tell a falsehood.

Some people think there are only two alternatives-spank and punish a child, or let him do as he pleases and spoil him. Both ways are wrong. We need patience, sympathy, firmness and wisdom in guiding children. But remember, the responsibility lies with the adult, not with the child.

Isolation

If a child becomes over-stimulated or hostile toward other children and as a result disrupts the group's activities or happiness, removal is often the best remedy. He should not be made to feel that he is being rejected or not wanted by the teacher or the children.

The child who has failed in his behavior in the group should be given a chance to experience success as soon as possible. Always tell a child that when he thinks he is ready to play he may return. Five minutes is sufficient period of time. Keep personal feelings out of it completely. The purpose of isolation is to provide a quieting influence for the child, not to punish him. Isolation means removal from the group within the same room and within view of the caregiver.

Setting Limits

A child's security will be strengthened if he is given freedom within certain limits, and if he understands that there are limits beyond which he cannot go. He needs to know there are friendly adults who will not let him go beyond those limits when his own self-control fails him. Children who do unreasonable things often suffer later from a sense of guilt. We are all familiar with the child who seems to delight in "trying out" adults. The child does not know how far he can go, therefore, he continually experiments with his trying-out process. Limits must, of course, be reasonable, and a child should accept them, even though he fails occasionally in his ability to keep within them.

Other Suggestions

Consider carefully whether your method of procedure is really helping the child to learn, or whether it is a means of easing your own feelings, or of upholding traditions of virtue.

Placing blame solves nothing and adds to emotional tension.

Avoid commenting on children's behavior.

When it becomes necessary to restrain a child from destructive behavior, see that he has something constructive to do at once.

Do not raise unnecessary issues. Remember, it is better to give in than to create an emotional storm. Remember you don't always have to win.

Refrain from chasing children all over the yard! Walk, don't run!

Keeping your own emotions under control is the best way to establish your group.

The One Who Uses Bad Language May Be Trying To Get Your Goat

Four year old Tony Martin got the idea that "rat" could be used as a naughty word and used it all afternoon to shock his family and neighbors. Saying "your're a rat" with a broad grin may have detracted from the insult but Tony's pleasure in saying it was not diminished.

Tony was a rather scared little boy who was taking a big stride in his own experience. He didn't use the usually approved outlets for aggression. This is not bad enough to be punished by adults, nor was it extreme enough to frighten himself with his own badness.

Long after the adults were bored, Tony became bored and was never heard using that phrase again.

Let children overdo their bad language until it becomes so boring that it loses its excitement. Adults may help speed this process.

One way to make it boring is to use the word frequently. Abuse it. Make rhymes, games, and let it get silly and meaningless. (You're a rat...fat...cat...mat"). ("Who's a rat? Is Johnny a rat? Is mommie a rat? "). What is sillier than asking, "Is the table a rat?" "Is the floor a rat?"

Young children understand a vague meaning of some of the bathroom language they find so hilariously funny. They are not usually as clear as the adult would think. Children giggling over "BM" were asked if anyone knew what "AM" meant. None did. They were asked what "PM" meant. Same answer. They were asked if anyone knew what "BM" meant and one little four year old said that it meant "Next Wednesday".

Talking about the meaning of words takes the excitement out of bad language. Some of the really vulgar sexual language may not fit into this category. The adult may have to be firm and tell the children we don't do certain things or say certain words in public.

One element that complicates the picture is the teacher's own reaction. She may be mildly surprised to hear such a young child use such words. She may be embarrassed and wonders what others think. Vulgar words from older children are not so unexpected.

The teacher may be upset by their defiance because older children know the meanings of bad language. However, teachers still react more than when little children say the same words. Some adults are so used to bad language that it means nothing to them. Remember your feelings show through and this is a beautiful weapon that the children will use when they want to embarrass you, anger you, or even just hurt your feelings.

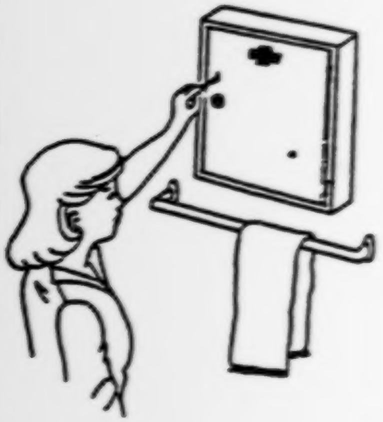
If you are easily shocked, take the emotion out of the words, and become more objective. Look at the peculiarities and inconsistencies in the bad language. Look at the main categories-bodily functions including the sexual; parentage of a person and use of the name of Deity. The list of four letter words is actually a short list. Swearing is really monotonous and a limited vocabulary, using the same words over and over again. This distracts from their insulting effect.

Words are vulgar in one country but not in another. "Bug" is an insect in our country but refers to bed bugs in England and is a word to be avoided. Look at the inconsistencies of vulgar words.

Adults should check the significance attached to these words in their own childhood. Why do some words upset but not others? When bad language does not shock it is still hard to know how to handle the situation. Sometimes, it is easy, sometimes it seems like there is no solution and there may not be in rare occasions. Often a simple device will work when all else fails.

What To Do About Bad Language

1. Keep cool. Don't let the child "get your goat". Let the children see your boredom not your shock.
2. Work on the leaders in the group to change group attitudes. Help the children themselves to become the censors.
3. Check the needs of the ring leaders using bad language. Help them to be "big shots" in another acceptable way.
4. If or when the atmosphere is right help the children discuss vulgar language and taboos. Help them think about the whys of language custom.
5. Start the children buiding a vocabulary. Encourage them to make dictionaries with weekly reports about meanings and the amount of new words. You could write a word for the youngest who will surprise you by learning to recognize "his" word.



Health & Safety

Health and Safety

Good health is necessary to the overall development of the young child. Thus, health protection is an important part of the day care center's program.

As a caregiver, you have a vital role to play in securing the individual health and safety as well as the group health and safety of your "second family". Parents will depend on you to take care of the minor ailments of their children (check your first-aid supplies), and to give correct treatment and help them promote good health for their children. You can become an effective and responsible team in caring for the well-being of ALL your children.

The day care center must have its own health plan. This should be in addition to, not instead of, whatever plan the parents may have. The health plan the center establishes may vary from one community to another. It depends on what community health and medical facilities-both public and private are available and how much use parents make of these facilities.

Children learn safety from the staff. When a child observes an adult taking safety precautions the child soon learns thorugh mirroring or mimicking behavior, such as cleaning his nose and disposing of the tissue, checking a swing seat to be sure it is securely fastened, wiping up a spill to prevent a fall, moving a wagon from in front of a swing. Children learn double fast if the adult explains her actions.

Children are eager to help as soon as they understand what to do. They frequently can calm other children. Many are capable of going to another room or inside the center for another adult. They can help an adult look after an ill child or, if there is danger of contagion, they can do such things as get the ill child's favorite book, help prepare his cot or get him a glass of water.

Dry runs for emergencies can be beneficial to staff and children. For example, a teacher might show the children the first aid kit and its contents and discuss what the items are for. She could pretend to take someone's temperature or to care for a sick child.

Fire drills and emergency evacuation drills are also beneficial to staff and children as it acquaints them with procedures and with exits. It will also serve to decrease possibility of panic should a real emergency occur.

SOCIAL

SERVICES

Social Services

Social services is a special service which should be provided by the center in its effort to protect and develop the whole child. This service can be provided through the use of center staff personnel with additional assistance provided through referals to community service agencies. It is the responsibility of the center to:

1. Review all applications and interview prospective children and their parents.
2. To obtain from the parents, information regarding their reason for seeking day care services; family background information and developmental history of the child.
3. A complete medical history indicating any individual or family physical or emotional problems. Also, present and future medical needs including immunizations, orthopedic, dental and visual treatment.

Included in the developmental history should be information such as the child's eating and sleeping habits; toilet training; fears; mannerisms; relationships with adults; other children; strangers and any previous experiences.

Any request or indication of need for social services should be referred to the local Office of Human Development or the appropriate community service agency.

Parent

Involvement

Parent Involvement

The purpose of day care is to protect children, prevent their neglect and therefore, family ties are strengthened. Parents can work with an easy mind, knowing that their child or children are being cared for away from home.

However, no child caring business can be really successful without the cooperation and support of the parents. Therefore, parents should be included in planning and implementing goals as much as possible. Johnny may need help in developing language skills. Betty Jane may need help in developing coordination. Therefore, sharing information makes planning more meaningful. Some programs have weekly or monthly meetings, to bring parents and caregivers together concerning the center's activities and the children's developmental progress. Parents can make suggestions which can often be incorporated in the plans for the center. Some parents make excellent volunteers for helping in the center if they have the time and understand the program's goals and objectives. Knowing what the center does may give parents ideas for enriching the child's home life.

From time to time, the goals and objectives should be re-evaluated because of children's changing needs and developmental progress.

One way to let parents know what the center is doing is to post a list of what parents may do to help carry out certain program goals.

The following may offer suggestions for parent involvement:

Have a parent meeting and include:

1. Examples of each child's art work
2. An opportunity for the parents to meet each other.
3. An explanation of your program
4. A plan for individual parent conferences at a later date.
5. An opportunity for parents to plan and initiate programs involving Mommie and Daddy
6. A display of any photographs you may have taken of the children.

Parents can help the center to:

1. Build equipment
2. Plant a garden or go on a nature walk
3. Use tools safely
4. Plan science experiments
5. Visit where they work
6. Prepare snacks
7. Make pot holders
8. Sew placemats and napkins
9. Bathe and dress a baby.
10. Tell stories, learn fingerplays or sing songs
11. Sew doll clothes
12. Make paint smocks
13. Create musical instruments
14. Make puppets or stick horses
15. Sew dress up costumes
16. Play beauty parlor
17. Build and fly kites

Parts of a Day

Every child should have:

A basic routine followed every day. The child needs to know what will be done next. This gives the child security and a good "at home" feeling.

Alternating quiet and active activities. Too much activity gets a child too worked up to be able to rest, and too quiet a day doesn't allow him to release his energy and emotions. A quiet activity and then an active one. He also needs 10 to 15 minutes to quiet down before meals, and before going home.

Fun. It is so exciting to learn different ways to paint or to pour different types of materials from one container to another (Cheerios, beans, rice, salt, water). Crayons, scissors are fine, but done everyday is not very much fun; use different art materials.

Planned activities waiting for him/her. Special activities need to be changed every day and it is hard to do this unless written plans are made, followed and kept to see what you did last week. Make notes as to which activities the children liked best and those which flopped.

Activities suited to his/her age and interest. Activities for two year old's will not be the same as activities for four year old's. If children are asking questions about a certain subject like trucks working on the street, plan a day or so to study it.

Art. Preschool children's hands have a tough time holding crayons and paints without having to stay within the lines. Give plenty of empty paper and lots of freedom. Infants through kindergarteners will develop certain art abilities and should be allowed to do so at their own rate of progress.

Be a colorful, happy and loving center and then you will have happy, healthy, and loving children.

A Good Early Childhood Education Program Should Include:

1. Pictures and stories read or told by the teacher or aide. Includes homemade books and flannel stories.
2. Books
    - A. To handle and look at
    - B. To be read
3. Conversation: Planned and spontaneous
    - A. Entire group
    - B. Small group ,
    - C. Individual basis
4. Music: Songs and rhythmic activities. Include in other areas as well
    - A. Piano
    - B. Record player
    - C. Autoharp or other instruments
    - D. Unaccompanied
    - E. Planned or spontaneous
5. Dramatic play
    - A. Home living center; clothes, hats, kitchen, etc.
    - B. Blocks and materials for blockbuilding such as trucks and wooden figures.
    - C. Outdoor equipment
    - D. Music and games
6. Block play
    - A. Hollow
    - B. Unit
    - C. Table
    - D. Other
7. Games-non-competitive
8. Number, color, shape, and concept experiences
9. Science activities and interest displays
10. Outdoor activities
    - A. Sand play
    - B. Water play
    - C. Blocks, boards, and boxes
    - D. Wheel toys
    - E. Large muscle equipment
    - F. Table toys
    - G. Room for running
11. Trips and special events
12. Creative activities
    - A. Painting

   1. Finger
   2. Easel
   3. Blot
   4. Spatter
   5. Sponge
   6. Straw
   7. Spoon
   8. Thumb
   9. Dribble
   10. Soap
   11. Buttermilk and chalk

B. Crayons
C. Tearing
D. Cutting
E. Pasting
F. Murals
G. Clay
H. Play Dough

Growth is slow!

Play is the way the child learns what none can teach him. It is the way he explores and orientates himself to the actual world of space and time, of things, animals, structures and people.

L.K. Frank

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Acknowledgements

Appreciation to Sandra Murphy.

Appreciation to Joyce Glapion.